Christina School District Assignment Board

Grade Level: 9th

Week 2: of April 13, 2020

		Day 1	Day 2	Day 3	Day 4
ELA	**I**	*This week you will differentiate between a summary, paraphrase and modern speak while reading the Prologue of Romeo and Juliet.* *----------* *Read the quick summary of Romeo and Juliet and respond to the Thought Questions that follow.*	*Definition of prologue. 1 : the preface or introduction to a literary work. 2a : a speech often in verse addressed to the audience by an actor at the beginning of a play.* *Read the Prologue of Romeo and Juliet. At the end of the first read, write a summary of what you think is being said.*	*Read the Prologue again, now use the paraphrase sheet to interpret each line.* *Now summarize what you think the prologue is saying. Compare your answer from yesterday. Did your understanding change? What made it change?* *Answer the prologue questions.*	*Now, look at your paraphrased translation of the Prologue. On a separate sheet of paper rewrite each line of the Prologue in your own words as if you are talking to a friend. You may use slang, but refrain from using profane language.*
Math (IM1/ Algebra 1)		*Patterns in Tables, Graphs, & Rules* Complete #4 tables, graphs, and a-c. . (attached)	Review Concept Summary: Quadratic Functions in Vertex Form (attached), and complete Quadratic Functions in Vertex Form Worksheet 1 #1-2. (attached)	Complete Quadratic Functions in Vertex Form Worksheet 2 #1-17. (attached) Reference Concept Summary if needed.	Complete Quadratic Functions in Vertex Form Worksheet 3 #1-2. (attached) Reference Concept Summary if needed
Science		**Plate Tectonics: Shaking and Moving (part 1):** Read article. Highlight, underline and/or annotate for understanding. In a few	**Plate Tectonics: Shaking and Moving (part 2):** Reread article and notations as necessary. Write in paragraph form	**How Earthquakes Take Place (part 1):** Read article. Highlight, underline and/or annotate for understanding. In a	**How Earthquakes Take Place (part 2):** Reread article and notations as necessary. Write your answers to the following:

Christina School District Assignment Board

		sentences, write the central idea of the article. Include evidence and details from the article to support the central idea.	your answers to the following: a) How does knowing the placement and movement of tectonic plates help inform us about the future? b) In the context of the text, who is in control: man or nature? How does the movement of tectonic plates affect people's lives? Cite evidence from this text, your own experience, and other literature, art, or history in your answer. c) In the context of the text, how do we understand the world around us? How does the information in the text contribute to your understanding of the natural features in your community?	few sentences, write the central idea of the article. Include evidence and details from the article to support the central idea.	a) What do you think is the most important thing to understand or know about an earthquake and why? b) Have you ever experienced an earthquake or had an earthquake drill? What did you have to do in response to the earthquake or earthquake drill? c) How does the text explore the power that nature has over humans? How do humans attempt to resist nature's power? Cite examples from the text, your own experience, and other literature, art, or history in your answer.
Social Studies		Complete Activity 1 from the document titled, "Mapped Patterns of Crime in Wilmington"	Complete Activity 2 from the document titled, "Mapped Patterns of Crime in Wilmington"	Complete Activity 3 from the document titled, "Mapped Patterns of Crime in Wilmington"	Complete Activity 4 from the document titled, "Mapped Patterns of Crime in Wilmington"

Romeo and Juliet Summary Quick Summary

We start off with a little action: a duel between the servants of two enemy families of Verona: the Montagues and the Capulets. After the swords are sheathed, Verona's Prince shows up to say that the next person who fights is going to get killed, and he means it this time.

Along comes Romeo Montague, mooning over some chick named Rosaline. Meanwhile, Juliet Capulet, age thirteen, has just heard that Verona's most eligible bachelor Paris has his eye on her. They're going to check each other out that night at a masquerade ball at the Capulets' house. Romeo and his friends have decided to crash the Capulet ball—in costume—because Rosaline is on the guest list.

Things take a turn when Romeo meets Juliet. They fall instantly in love, obviously, but then—gasp!—find out they're from rival families. It's all very dire, but, being two crazy kids in love, they have a secret meeting and decide to get married. Vegas road trip, anyone?

Oh wait. No Vegas. Instead, Romeo meets with Friar Laurence to arrange the marriage, and Juliet gets her nurse to be a go-between. The Nurse meets Romeo and his friend Mercutio (who thinks the whole situation is hilarious), and they arrange to get Juliet to Friar Laurence.

Get ready for some more names: Benvolio, another member of the Montague posse, runs into Tybalt Capulet, who is angry about the Montagues crashing his family party the other night. Romeo, freshly married, strolls into the middle of a tense situation—which gets way tense when Tybalt kills Mercutio and Romeo promptly kills Tybalt in return. Romeo jets, but the Prince still shows up to banish him. (Hey, at least he's not going to be killed.)

Juliet hears from the Nurse that her new husband has murdered her cousin, which is a major bummer—but not enough of a bummer to keep her from being super stoked about her wedding night. The Nurse finds Romeo hiding at Friar Laurence's, and the Friar hatches a plan. Romeo can spend his wedding night with Juliet, but then he has to leave town while the Friar finds some way to get the Prince of Verona to pardon Romeo.

Meanwhile, back at the Capulet house, Lord Capulet decides a wedding (to Paris) is just the thing to distract Juliet from her grief. Oops. After Juliet's awesome, romantic wedding night, she finds out that she's supposed to marry Paris in two days. Even her nurse thinks she should marry Paris, since Romeo is "as good as dead" to her.

Juliet runs over to Friar Laurence's, where she has a weird kiss with Paris and then threatens to kill herself. The Friar comes up with a plan that is 100% guaranteed to work and doesn't sound risky At All …NOT! He gives her an herbal concoction that will make her appear to be dead for 42 hours. Yes, exactly 42 hours. So, she runs home, agrees to marry Paris, and takes the poison so she can be taken to the Capulet tomb where Romeo can find her and everyone can live happily ever after.

Sadly, Romeo is a little out of the loop off in Mantua, and the news of Juliet's "death" makes it to Romeo before word of the Friar's plan. He buys some poison so he can go to Juliet's grave and kill himself, which is obviously the mature response. But first, he murders Paris and then spends some time with Juliet's "dead" body.

He drinks the poison and dies just in time for Juliet to wake up and find him dead. Argh missed connections. The Friar, who apparently shows up at some point, tries to convince Juliet to run away, but she refuses and kills herself with a dagger. Just then, literally everyone shows up to the tomb at the same time and finds the dead lovers. Friar Laurence confesses everything, and the two lords of the rival houses are moved by their dead children's love story and agree to end the feud. Happy ending?

Thought Questions

1. Have you ever had an experience similar to Romeo's or Juliet's?

_____

_____

_____

2. Have you ever been in love?

_____
_____
_____

3. Do you think teenagers fall in love easily? Why or why not?

_____
_____
_____

4. What might happen when teenagers fall in love?

_____
_____
_____

5. Why do we read Romeo and Juliet today? _____

_____

_____

_____

6. How does the story connect to the lives of teenagers today? _____

_____

_____

_____

Romeo & Juliet: Act 1 Prologue

(Chorus)

Enter Chorus.

CHORUS
Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life;
Whose misadventur'd piteous overthrows
Doth with their death bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;
The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

Exit.

Write a summary of what is being said.

_____

_____

_____

_____

_____

_____

_____

Name _____ Date _____ Class _____

Romeo and Juliet: The Prologue

Part I: Instructions: Read the Prologue of the famous Shakespearean play Romeo and Juliet. Translate each line into modern language. Answer the questions that follow.

Two households, both alike in dignity,

_____

In fair Verona, where we lay our scene,

_____

From ancient grudge break to new mutiny,

_____

Where civil blood makes civil hands unclean.

_____

From forth the fatal loins of these two foes

_____

A pair of star-cross'd lovers take their life;

_____

Whose misadventured piteous overthrows

_____

Do with their death bury their parents' strife.

_____

The fearful passage of their death-mark'd love,

_____

And the continuance of their parents' rage,

_____

Which, but their children's end, nought could remove,

_____

Is now the two hours' traffic of our stage;

_____

The which if you with patient ears attend,

_____

What here shall miss, our toil shall strive to mend.

_____

households = families
alike = similar
dignity = honor/ reputation
fair = beautiful
grudge = quarrel
mutiny =violence/ disorder
civil blood = blood of citizens
from…foes = conceived by deadly enemies

From forth = from
foes = enemies
star-crossed = ill-fated
take their life = are born
misadventured = unlucky
piteous =tragic
overthrows = accidents
strife =conflict
passage = story/tale

rage = anger
but = without
nought = never
traffic = movement
attend = listen to
toil = hard work
strive = try hard

Part II: Summarize the prologue in 3-4 sentences

_____

_____

_____

_____

_____

_____

Part III: Answer the following questions

1. Why does Shakespeare tell us what the play is about? What are the pros of using this technique? What are the cons?

   _____

   _____

2. Where is the play set? _____
3. Who is feuding? What do we learn about the families from the prologue?

   _____

   _____

4. How do people behave when they are feuding? What characterizes their behavior?

   _____

   _____

5. What is likely to cause the grudge to be forgotten?

   _____

   _____

   _____

6. Which three quotations from the Prologue tell the audience that the lives of Romeo and Juliet were governed by fate?

   _____

   _____

   _____

IM1/Algebra 2 – Week of April 13th

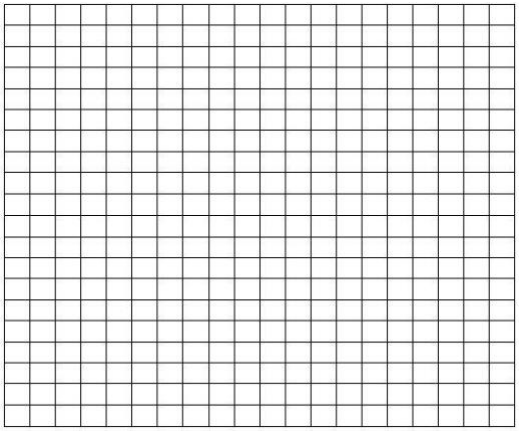
Patterns in Tables, Graphs, & Rules/Quadratic Function in Vertex Form

4, For each set of equations, complete tables such as started for Set 1, then graph each set of 3 equations on its own grid.

Set 1	Set 2	Set 3
$y = x^2$	$y = -x^2$	$y = 2x^2$
$y = x^2 + 3$	$y = -x^2 + 5$	$y = 2x^2 + 1$
$y = x^2 - 4$	$y = -x^2 - 1$	$y = 2x^2 - 3$

Set 1

x	$y = x^2$	$y = x^2 + 3$	$y = x^2 - 4$
-3	9	12	5
-2	4	7	
-1	1	4	
0	0		
1	1		
2	4		
3	9		



a. How is the graph of $y = ax^2 + c$ related to the graph of $y = ax^2$?

b. How is the relationship between $y= ax^2 + c$ and $y = ax^2$ shown in tables of (x,y) values for the functions?

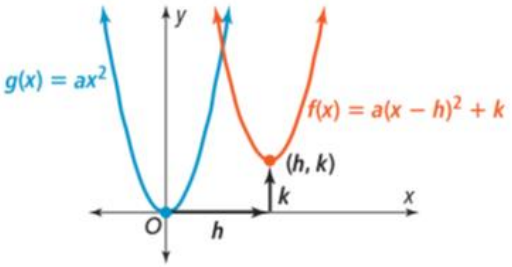
c. What are the values of $y = ax^2 + c$ and $y = ax^2$ when x = 0? How do these results help to explain the patterns relating the types of quadratics that you described in Parts a and b?

CONCEPT SUMMARY Vertex Form of a Quadratic Function

ALGEBRA

$f(x) = a(x - h)^2 + k$

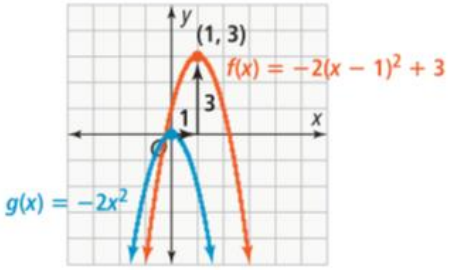
- The graph of f is the graph of $g(x) = ax^2$ translated horizontally h units and vertically k units.
- The vertex is located at (h, k).
- The axis of symmetry is $x = h$.



NUMBERS

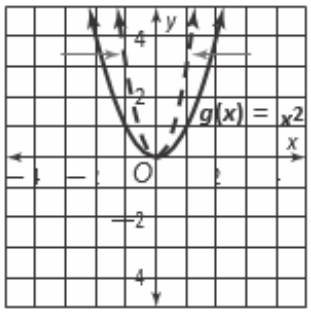
$f(x) = -2(x - 1)^2 + 3$

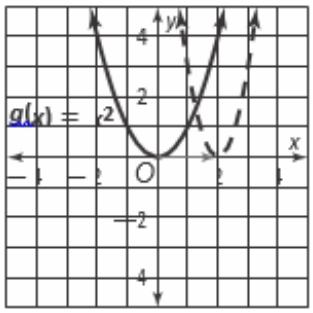
- The graph of f is the graph of $g(x) = -2x^2$ translated right 1 unit and up 3 units.
- The vertex is located at (1, 3).
- The axis of symmetry is $x = 1$.

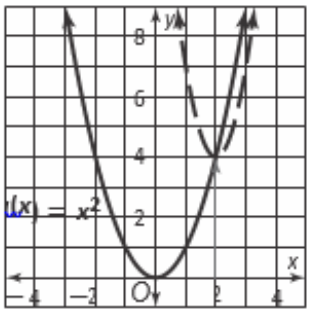


Quadratic Functions in Vertex Form Worksheet 1

1. a. These graphs show how the values of a, h, and k in the function $f(x) = 3(x - 2)^2 + 4$ relates to the parent function $g(x) = x^2$. Draw lines from each statement to the graph it describes.







The value of k is 4, so the graph translates 4 units up.	The value of h is 2, so the graph translates 2 units right.	The value of a is 3, so the parabola is narrower.

b. Write numbers in the blanks to complete each statement about $f(x)$.

The vertex of a parabola is (h, k). The vertex is located at (_____, _____).

The axis of symmetry is at $x = h$. The axis of symmetry is at $x =$ _____.

2. Martin incorrectly identified two of the key features of the graph of $f(x) = -6(x + 2)^2 - 4$. Put an X next to any incorrect statements. Correct his errors.

a. The value of a is -6, so the graph opens down.

b. The value of h is -2, so the graph is translated 2 units left from the graph of the parent function.

c. The value of k is 4, so the graph is translated 4 units up from the graph of the parent function.

d. The vertex of $f(x)$ is located at $(-2, 4)$.

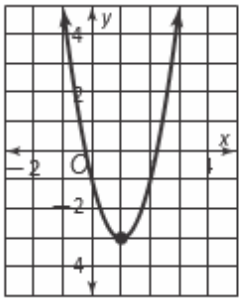
e. The axis of symmetry of $f(x)$ is at $x = -2$.

f. The value of a is -6, so the graph of the function is very narrow.

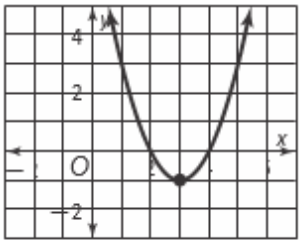
Quadratic Functions in Vertex Form Worksheet 2

Identify the vertex, the axis of symmetry, and the direction of the graph for each of the following parabolas.

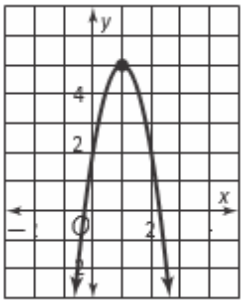
1.



2.



3.



Write the function for the graphs in Exercises 1–3 in vertex form.

4. Graph in Exercise 1 **5.** Graph in Exercise 2 **6.** Graph in Exercise 3

How does the value of *a*, *h*, or *k* affect the vertex for the graph of each function compared to the parent function $f(x) = x^2$?

7. $g(x) = (x - 8)^2$

8. $h(x) = (x + 4)^2 + 12$

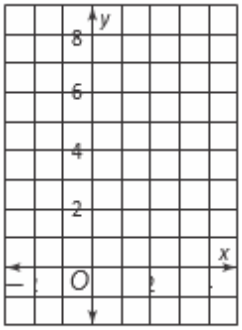
9. $j(x) = -\frac{1}{2}x^2 + 8$

Identify the vertex of the graph of each function.

10. $y = 4x^2 - 2$ **11.** $y = -2(x + 4)^2 - 6$ **12.** $y = x^2 + 5$

13. $y = (x - 12)^2$ **14.** $y = -9(x + 3)^2 - 3$ **15.** $y = -3x^2 - 7$

16. Graph the function $f(x) = 4(x - 2)^2 + 4$. Find the vertex and axis of symmetry.



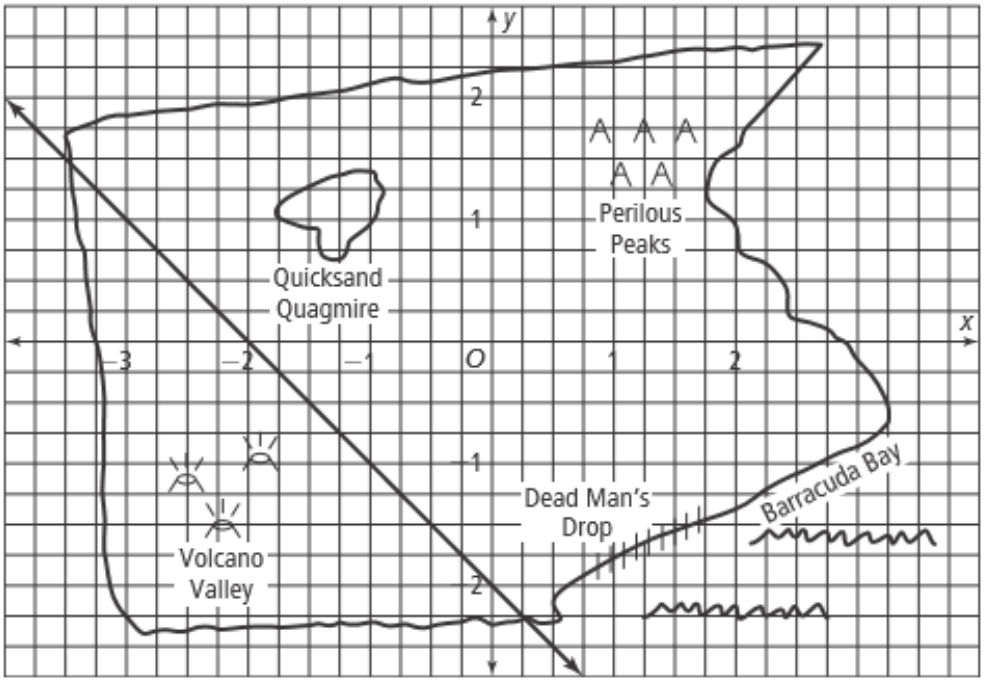
17. Allie is playing basketball. She takes a shot 24 ft away from the basket. When the ball is 4 ft away from her, it is at a height of 10 ft above the floor. The ball reaches its highest height of 18 ft above the floor, when it is 12 feet away from her?

a. Find the value of *a*?

b. If the hoop is 10 ft high, how close would Allie have to be to make the basket?

Quadratic Functions in Vertex Form Worksheet 3

You are trying to locate a buried treasure chest on the map shown. Use the clues to find its coordinates.



Clues

- The chest is at the intersection of a line and a parabola.
- The line passes through (1, −3).
- The parabola has a line of symmetry $x = -1$.
- The line will never go through Barracuda Bay.
- The parabola passes through the point (1, 3).
- The parabola also passes through the origin.
- The parabola goes near, but not through, Perilous Peaks.
- The point of intersection is not on an axis.

1. The coordinates of the treasure chest are _____.

2. Choose a point near one of the locations shown on the map. Write your own clues for a parabola and line that intersect at your point.

Plate Tectonics: Moving and Shaking

By National Geographic Society Staff
2013

Tectonic plates play an important role in shaping the surface of the Earth and our experience on it. This informational text goes into detail about what tectonic plates are and their different types of movement on planet Earth. As you read, take notes on the different types of tectonic plates and the events that they cause.

[1] There are a few handfuls of major plates and dozens of smaller, or minor, plates. Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates. Though smaller in size, the minors are no less important when it comes to shaping the Earth. The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.

The plates make up Earth's outer shell, called the lithosphere. (This includes the crust and uppermost part of the mantle.)[1] Churning currents in the molten[2] rocks below propel them along like a jumble of conveyor belts in disrepair. Most geologic activity stems from the interplay where the plates meet or divide.

The movement of the plates creates three types of tectonic boundaries: convergent, where plates move into one another; divergent, where plates move apart; and transform, where plates move sideways in relation to each other.

Convergent Boundaries

Where plates serving landmasses collide, the crust crumples and buckles into mountain ranges. India and Asia crashed about 55 million years ago, slowly giving rise to the Himalaya, the highest mountain system on Earth. As the mash-up continues, the mountains get higher. Mount Everest, the highest point on Earth, may be a tiny bit taller tomorrow than it is today.

[5] These convergent boundaries also occur where a plate of ocean dives, in a process called subduction, under a landmass. As the overlying plate lifts up, it also forms mountain ranges. In addition, the diving plate melts and is often spewed out in volcanic eruptions such as those that formed some of the mountains in the Andes of South America.

1. the layer of the Earth between the crust and the core
2. liquefied by heat

At ocean-ocean convergences, one plate usually dives beneath the other, forming deep trenches like the Mariana Trench in the North Pacific Ocean, the deepest point on Earth. These types of collisions can also lead to underwater volcanoes that eventually build up into island arcs like Japan.

Divergent Boundaries

At divergent boundaries in the oceans, magma[3] from deep in the Earth's mantle rises toward the surface and pushes apart two or more plates. Mountains and volcanoes rise along the seam. The process renews the ocean floor and widens the giant basins. A single mid-ocean ridge system connects the world's oceans, making the ridge the longest mountain range in the world.

On land, giant troughs such as the Great Rift Valley in Africa form where plates are tugged apart. If the plates there continue to diverge, millions of years from now eastern Africa will split from the continent to form a new landmass. A mid-ocean ridge would then mark the boundary between the plates.

Transform Boundaries

The San Andreas Fault in California is an example of a transform boundary, where two plates grind past each other along what are called strike-slip faults. These boundaries don't produce spectacular features like mountains or oceans, but the halting motion often triggers large earthquakes, such as the 1906 one that devastated San Francisco.

HOW EARTHQUAKES TAKE PLACE

by Jessica McBirney

Depending on where you live, you may have experienced the effects of an earthquake first hand. But what causes these tremors in the earth? In this informational text, Jessica McBirney explores the causes and effects of earthquakes.

As you read, take notes on what causes earthquakes and how people are impacted by them.

[1]Depending on where you live, earthquakes may be something you have never thought about, or something you have experienced personally. Earthquakes, whether they are long and rolling or short and violent, are infamous1 for causing destruction all over the world. But how and why do they happen?

TECTONIC PLATES

The Earth's crust is a thin layer of rock and soil that covers the planet, kind of like an eggshell. It is what we walk on every day. However, even though it seems like it is one giant shell (just like an eggshell), it is actually broken up into huge chunks called tectonic plates. So in reality, the Earth's crust looks more like the outside of a soccer ball than an eggshell.

There are seven large tectonic plates covering the Earth right now, and dozens of smaller plates that fit between them. The places where tectonic plates meet are called fault lines. Fault lines exist all over the world, including along the western coasts of North and South America, the pacific coasts of Japan and the Philippines, and between Europe and Africa, among others.

FRICTION + PRESSURE = EARTHQUAKE

Tectonic plates are not fixed or stationary. They move, but incredibly slowly. On average, plates move 1-2 inches every year — that's about the same rate at which your fingernails grow.

[5]However, because the tectonic plates fit together like puzzle pieces, sometimes they try to move past each other but get stuck instead. They stick together because of friction between the plates, but pressure builds up as they try to keep moving. When the pressure becomes stronger than the force of friction, the plates slip past each other, sometimes very violently, and the ground around the pressure point shakes. The slipping, and the shaking that follows, is what we know as an earthquake.

MEASURING POWER

Earthquakes have different intensities, which are measured using the Richter scale. The scale goes between 1 and 10, although it can be difficult to measure earthquakes weaker than a 2.0.

People can usually feel a quake between 3.0 and 3.9 on the Richter scale, but they rarely cause any damage. Almost 50,000 of these quakes happen each year. At about 5.5, earthquakes can rattle objects and cause damage to some poorly-built structures. Earthquakes above a 7.0 can cause some serious damage over a fairly large area, especially if people and buildings are not prepared; about 18 of these happen per year. More powerful quakes are much less common.

The most powerful earthquake on record happened in Valdivia, Chile in 1960. It was measured at an incredible 9.5 on the Richter scale, and was felt in places as far away as Hawaii, the Philippines, and Alaska.

THE DANGERS OF EARTHQUAKES

Earthquakes, especially powerful ones, can cause serious damage to people, land, and property. The shaking ground weakens structures, sometimes so much that they collapse completely. When this happens, building materials such as metal, concrete, bricks, and glass can fall on people below if they have not taken cover. The sudden trauma to the ground can also cause landslides and floods.

[10]One of the most well-known effects of earthquakes are tsunamis. Tsunamis are huge, powerful waves in the ocean that result from earthquakes. They can be thousands of miles long, and they travel vast distances across the ocean at extreme speeds. Some are as high as 100 feet tall, although they are more commonly between 10 and 30 feet tall. Because they are so fast and powerful, they sweep away people, cars, houses, and even whole towns.

The deadliest tsunami on record happened in 2004 after a 9.3 earthquake in Indonesia. The giant wave hit 5 or more countries, including Indonesia, Thailand, and India, and it killed more than 215,000 people.

PREPARING FOR EARTHQUAKES

Scientists cannot predict for certain when or where an earthquake will happen, but we can still be prepared for when they do. Look on a map to see if you live near a fault line. This way you can know how likely it is that you might experience a quake.

One preventative2 method is to build structures that can withstand the shock of an earthquake. Some areas, especially places near well-known fault lines (such as in California) have building codes to make sure construction workers use strong, shock-absorbing materials and designs. Individuals can also prepare their own homes by bolting down furniture and storing heavy or unstable items closer to the floor.

If you ever experience an earthquake, look for secure places that will keep you safe from falling objects. Drop down to take cover under a desk or table, or get under a doorway if possible. Stay away from tippy furniture and windows, which might shatter and send sharp glass flying everywhere. If you are outside, find an open space clear of tall trees or buildings.

[15]There are even some ways to try to avoid a tsunami. Usually people in the area can feel the earthquake that will soon cause the giant wave. If you are near the shore, watch the water. It is common for a tsunami to start sucking in water from a great distance, and you will probably see the water start to retreat right in front of you. When this happens, try to get to higher ground as soon as you can.

Mapped Patterns of Crime in Wilmington

Benchmark Standard:	Geography 1b: Students will apply the analysis of mapped patterns to the solution of problems.
Grade	9
Vocabulary / Key Concepts	Analyze – to study or examine something carefully Hot spot – areas of concentrated crime Mapped patterns – a repeated occurrence on a map

Use the Map "Crime in Wilmington and Surrounding Areas from March 31, 2020 to April 6, 2020" to answer questions 1 through 16:

ACTIVITY 1:

1. What is the total number of *Theft / Larceny* incidents?
2. What is the total number of *Vehicle Break In / Theft* incidents?
3. What is the total number of *Vandalism* incidents?
4. What is the total number of *Motor Vehicle Theft* incidents?
5. What is the total number of *Burglary* incidents?
6. What is the total number of *Robbery* incidents?
7. What is the total number of *Weapons* incidents?
8. What is the total number of *Assault* incidents?
9. What is the total number of *Fraud* incidents?
10. What is the total number of Criminal incidents in Wilmington and surrounding areas for March 31 to April 6?

ACTIVITY 2:

Hot Spots

~Areas of concentrated crime are often referred to as hot spots.

11. Where is the hotspot for crime in general?
12. Where are the general hotspots for each of the crimes listed in the Key (use cardinal directions, ie. North of ____, or South West of ___ . You could also use street names, ie. between Governor Prince Blvd & North Market St. You could also use the names of neighborhoods (if you know them)?
13. The overall crimes are usually centered together. What are the areas of hotspots for crime in general? Are the areas of hotspots the same as when you looked at the specific crimes vs. overall crime?

ACTIVITY 3:

Focus on the Hot Spots

14. Further analyze the overall crime areas.
    a. Where would you put more patrol cars? Explain why.
    b. Would you change traffic and street patterns? Explain why.
    c. Where would you use beat officers (foot patrol police / police on feet)? Explain why.
    d. Would you use mounted police (police on horses)? Explain why or why not.
    e. Should the Housing Authority get involved? Explain why or why not.
    f. Should the use of residents in a collective action against crime and disorder be used? (Explain why or why not – Would this help control crime)?
15. Can you tell if there are places of business in the hot spot areas?
    a. If so, what are the businesses?
    b. Do you think the places of business should hire more managers and employees to help regulate what is happening at the business?

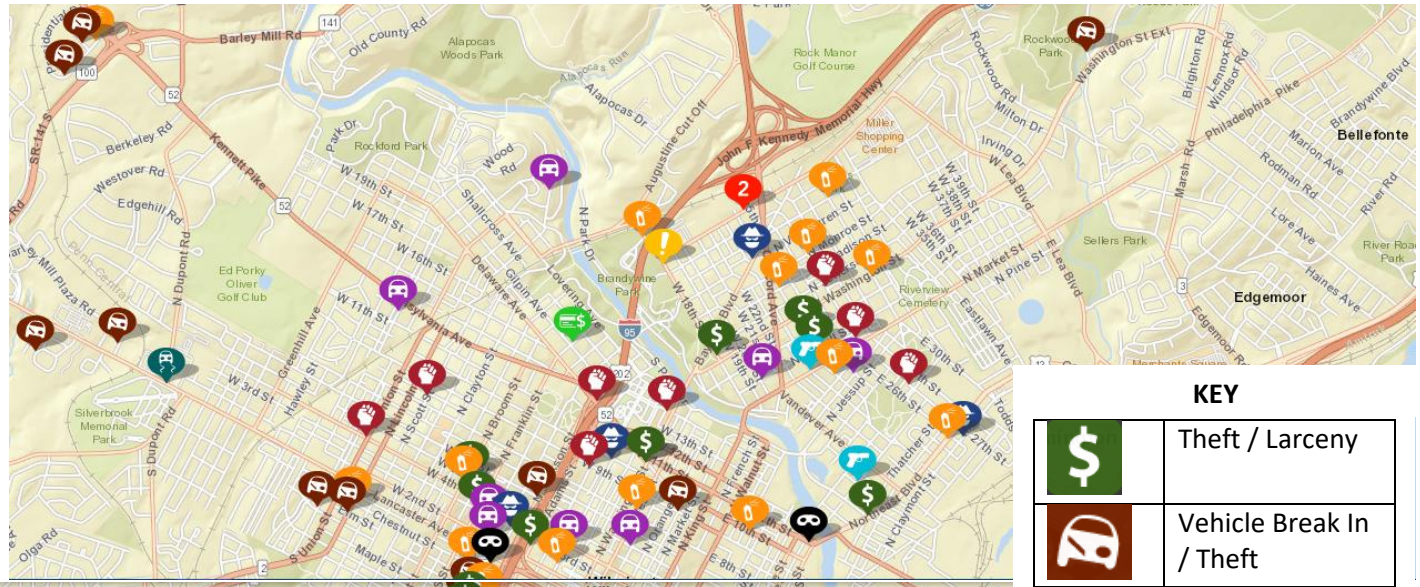
ACTIVITY 4:

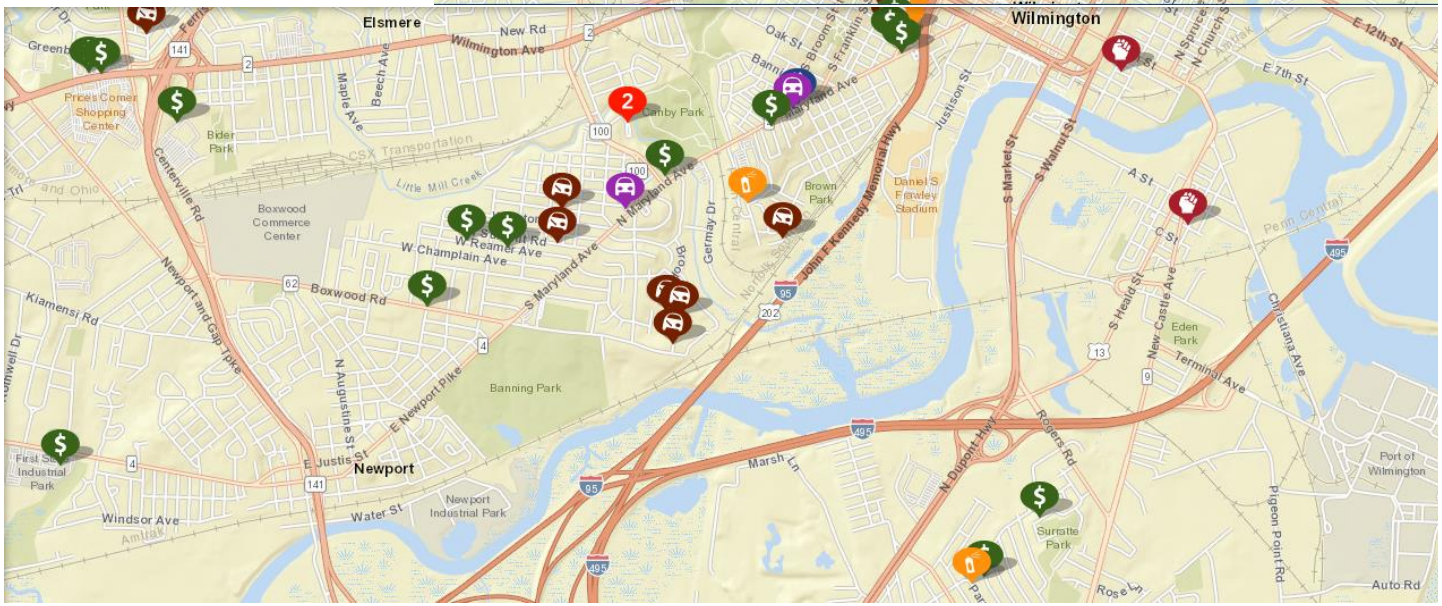
The Geographical Question:

16. You just analyzed mapped patterns of crime in Wilmington to try to solve the problem of crime in Wilmington. Overall, how can the analysis of mapped patterns help solve other problems?

Crime in Wilmington and Surrounding Areas from March 31, 2020 to April 6, 2020

From https://www.crimemapping.com/map/agency/429





KEY

	Theft / Larceny
	Vehicle Break In / Theft
	Vandalism
	Motor Vehicle Theft
	Burglary
	Robbery
	Weapons
	Assault
	Fraud