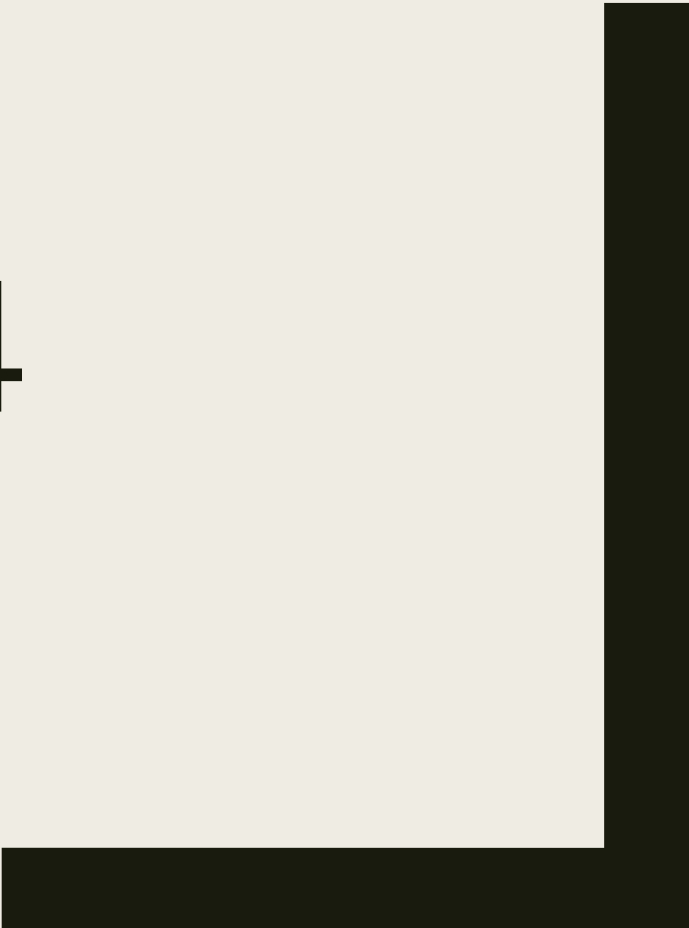




ALGEBRA 4

Day 63



Bell Work

Which of the following expressions is equivalent to $\frac{1}{2}y^2(6x + 2y + 12x - 2y)$?

A. $9xy^2$

B. $18xy$

C. $3xy^2 + 12x$

D. $9xy^2 - 2y^3$

E. $3xy^2 + 12x - y^3 - 2y$

Bell Work Answer:

A

How many ways can work this problem and get the same answer?

Hint: Distribute then combine like terms... Combine like terms then distribute.
Anything else? Which seems easier for you? Why?

ACT DAY 3

- Abbreviated Test
 - *Taking all 4 tests today (shortened version)*
- Mini Math Test 3 (in class/homework)

Abbreviated Test Pacing

Times for the abbreviated test today are approximate to stay consistent with the actual ACT Test pacing.

Your teacher will give you a warning at 1 minute remaining!

English (10 minutes 15 questions)

Math (15 minutes 15 questions)

Reading (10 minutes 11 questions)

Science (10 minutes 10 questions)

Directions for Today.

- Be honest with yourself. This is not graded, Do your best!
 - *Yes, the answers are on the last page... if you are worried you'll check... tear the page off when you get it and put it out of sight.*
 - Cheating on this now won't help you later!
- Please do not go past the **END OF TEST {#}** page until told to do so to better prepare you for the ACT.
 - *If you finish a section early go back and check over your work from that test only.*

English Abbreviated Test

After reading through these directions as a class. You will be told you have **10 minutes** to complete the **15 questions**. If you finish early, do not work ahead. Spend any extra time reviewing your answers for this section.

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

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

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

Math Abbreviated Test

After reading through these directions as a class. You will be told you have 15 minutes to complete the 15 questions. If you finish early, do not work ahead, and do not go back go previous sections. Spend any extra time reviewing your answers for this section.

DIRECTIONS: Solve each problem in this abbreviated version of the test, choose the correct answer, and then circle that answer in the test booklet.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on this test. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

1. Illustrative figures are NOT necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word *line* indicates a straight line.
4. The word *average* indicates arithmetic mean.

Break

- Take a 3 – 5 minute break to collect your thoughts before moving on to the last 2 sections.
- During the actual ACT this will be your chance to go to the restroom and get a drink.
 - *There won't be time today since this is a shorter test.*

Reading Abbreviated Test

DIRECTIONS: There is one passage in this abbreviated version of the test. The passage is followed by several questions. After reading the passage, choose the best answer to each question and circle the answer in the test booklet. You may refer to the passage as often as necessary.

After reading through these directions as a class. You will be told you have **10 minutes** to complete the **11 questions**.

If you finish early, do not work ahead, and do not go back go previous sections. Spend any extra time reviewing your answers for this section.

Science Abbreviated Test

DIRECTIONS: There are two passages in this abbreviated version of the test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and circle the answer in the test booklet. You may refer to the passages as often as necessary.

Your are NOT permitted to use a calculator on this test.

After reading through these directions as a class. You will be told you have **10 minutes** to complete the **10 questions**.

If you finish early, do not work ahead, and do not go back go previous sections. Spend any extra time reviewing your answers for this section.

Catch Up...

- Take 10-12 minutes to go back and review your work...
- This won't be allowed on the ACT, but as we practice I want you to try and catch your own mistakes, and/or finish the practice problems before we check them in class

Grading your Abbreviated Test

- Be honest with yourself and go through your test and mark the problems you got correct, and the problems you got wrong.
- You are going to grow more, and score higher on the test that counts if you are honest with yourself now so please do not feel the need to cheat.
 - *If you miss them all, it doesn't matter, we'll be able to fix the small issues and move on before the actual test!*

Look over the following example of the Writing part of the ACT...

- We won't actually 'test' on this today, but just so you can have an example of what the writing portion will look like... feel free to take a picture and think about how you would answer this prompt.
- The first slide gives you the set up, and the second one asks you to start writing.

Essay Three:

With the rise of the internet, people now expect their news for free. Paying a few dollars per paper, or even a small fee for an online subscription, is a dying practice. With the countless outlets providing free news to people with an internet connection, the idea of paying money for information is rapidly falling out of favor. But at what price to the reader? Free internet news is supported by advertising - the more clicks it receives, the more money the publisher makes. This practice can lead to favoring the *sensational* over the *important*. Internet audiences will more reliably click on the latest celebrity gossip than they will on articles pertaining to important tax reform. Worse, in many cases, the news itself can be paid for by advertisers, who publish “sponsored content” that *looks* like news, but is really just an ad for their products or services. Is the reduced cost of our news worth the potential drawbacks in its quality?

Perspective One:

The news *should* be free. As global citizens, it's our job to stay informed from a wide variety of sources. You shouldn't have to pay for that right. Free news democratizes the world of information and leads to a more informed global citizenry.

Perspective Two:

Free internet news is destroying the very fabric of journalism. The entire purpose of reading the news is to get *important, relevant, and unbiased* information. The influence of advertising in free online news obliterates all three of these qualities in what we read.

Perspective Three:

The world is always changing, and while there are drawbacks to the advertising influences within internet news, we need to give it a chance and see how it will evolve. With time, we can make papers that are both free *and* high-quality.

Essay Task

Write a unified, coherent essay about the conflict between public health and individual freedom. In your essay, be sure to:

- clearly state your own perspective on the issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Your perspective may be in full agreement with any of those given, in partial agreement, or completely different.

Homework/In class work for next time

■ Attempt Mini Test 3

Set a timer for yourself for 10 minutes and try to get all 10 problems done

-- OR --

Set a timer and work through all the problems until you are complete and see how long it took you.