Homework Packet for 9th & 10th Grade

Week 11

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 Reading Time: Hours _____ Minutes _____

Student Signature: _____

Date: _____

Parents Signature: _____

Date: _____

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GRADES 9-10

VOCABULARY BUILDER
WEEK 11
Daily Activity

Monday : Write out the definition of the vocabulary word and the source where you found it. (*note do not use wikipedia*) and break the word down in Syllables.
Example: ABSTRUSE: 2 Syllables , **ab-struse and it sounds like ab-stroos.**

Tuesday : Write a sentence with the vocabulary word (different than the definition of the vocabulary word).

Wednesday : Write a paragraph with the vocabulary word (different than the definition and the sentence with the vocabulary word).

Thursday : Write a 3 to 5 paragraph essay with all the vocabulary words (different than the definition, and sentences you used with the vocabulary word)

Friday : **Turn in all of your work.**

This week's vocabulary words are:

GARISH	GUILE	HEDONIST
GAUCHE	HACKNEYED	HEINOUS
GENDER	HAMPER	HUBRIS
GENIAL	HARBINGER	HUMBLE
GREGARIOUS	HAUGHTY	HYPOTHESIS

TURN THE PAGE

ENGLISH TEST

DIRECTIONS: In the five passages that follow, 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 fill in the corresponding oval on your answer document. Read each 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.

PASSAGE I

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and question 14 will ask you to choose where Paragraph 3 should most logically be placed.

Bar Codes: A Linear History

[1]

In 1948, graduate students, Norman Woodland[1] and Bernard Silver,[1] took on a problem that had troubled retailers for years: how to keep track of store inventories. Inspired by the dots and dashes of Morse code, however,[2] Woodland and Silver created a system of lines that could encode data. Called a *symbology*, the pattern created by the spacing and widths of the lines encodes information by representing different characters.

1. **A.** NO CHANGE
B. students, Norman Woodland and Bernard Silver
C. students Norman Woodland and Bernard Silver
D. students Norman Woodland and Bernard Silver,

2. **F.** NO CHANGE
G. in other words,
H. consequently,
J. DELETE the underlined portion.

[2]

The first bar code was composed of four white lines set at specific distances from each other on a black background. The first line was always present. [4] Depending on the presence or absence of the remaining three lines, up to seven different arrangements were susceptible and, therefore, seven different encodings.

Today, twenty-nine white lines making more than half a billion encodings possible.

[3]

To create a bar code scanner, Woodland and Silver adapted technology from an optical movie sound system. Their prototype scanner used a 500-watt bulb, a photomultiplier tube (a device that detects light), and an oscilloscope (a device that translates electronic signals into readable information). Although successful, the concoction was both large and costly. For example, progress stalled until the 1970s, when laser technology (both more compact and less expensive) became available.

[4]

In today's scanners, a laser sends light back and forth across a bar code. While the black lines absorb the light, the white lines reflect it back at a fixed mirror inside the scanner. In this way, the scanner reads the symbology and decodes the information.

3. **A.** NO CHANGE
B. distances so that each was separated, one from the
C. locations, each one set apart from the
D. lengths of distance from each

4. The writer is considering deleting the preceding sentence. Should the sentence be kept or deleted?
F. Kept, because it begins the description that is completed in the sentence that follows.
G. Kept, because it gives a clear image of what the first bar code looked like.
H. Deleted, because it provides an extra detail that is not relevant to the subject of the paragraph.
J. Deleted, because it contradicts a point made later in the paragraph.

5. **A.** NO CHANGE
B. responsible
C. possible
D. capable

6. **F.** NO CHANGE
G. which make
H. to make
J. make

7. **A.** NO CHANGE
B. contraption
C. substance
D. stuff

8. **F.** NO CHANGE
G. As a result,
H. However,
J. Even so,

9. **A.** NO CHANGE
B. them
C. ones
D. one

[5]

10 Today,

being that there are one- and
11
two-dimensional bar codes using numeric

and alphanumeric symbologies. Bar codes

are used not only for a pack of gum or an airline

ticket, but also for research. In one study, for

instance, tiny bar codes were placed on bees tracking
12
their activities. Shaping the way we gather, track, and

share information, we have almost certainly exceeded
13
even Woodland and Silver's expectations.
13

10. Which of the following true statements, if added here, would most effectively lead into the new subject of the paragraph?

- **F.** In the 1940s, Woodland and Silver were graduate students at the Drexel Institute of Technology in Philadelphia.
- **G.** Woodland and Silver were granted a patent for their bar code on October 7, 1952.
- **H.** Bar code equipment has been available for retail use since 1970.
- **J.** Bar codes themselves have advanced as well.

11.
- **A.** NO CHANGE
- **B.** there are
- **C.** where
- **D.** DELETE the underlined portion.

12.
- **F.** NO CHANGE
- **G.** had been placed on bees trying to track
- **H.** placed on bees, which would track
- **J.** were placed on bees to track

13.
- **A.** NO CHANGE
- **B.** exceeding Woodland and Silver's expectations about bar codes has almost certainly been done.
- **C.** bar codes have almost certainly exceeded even Woodland and Silver's expectations.
- **D.** it is almost certain that we have exceeded even Woodland and Silver's expectations.

Questions 14 and 15 ask about the preceding passage as a whole.

14. For the sake of the logic and coherence of the essay, Paragraph 3 should be placed:

- **F.** where it is now.
- **G.** before Paragraph 1.
- **H.** after Paragraph 1.
- **J.** after Paragraph 5.

15. Suppose the writer's primary purpose had been to describe how a specific technological advancement changed business practices. Would this essay accomplish that purpose?

- **A.** Yes, because it offers an overview of current bar code technology and indicates the variety of ways in which bar codes are used by specific businesses.
- **B.** Yes, because it explains how bar codes and scanners made it easier for stores to keep track of their inventories.
- **C.** No, because it focuses primarily on the development of bar codes and only briefly mentions how businesses have implemented the use of bar codes.
- **D.** No, because it focuses on why businesses needed new technology but does not explain how bar codes were able to serve that need.

Adding/Subtracting Decimals (A)

Calculate each sum or difference.

$800.54 + 90.52 =$

$343.4 + 5.607 =$

$94.9 - 41.871 =$

$809.144 - 15.96 =$

$803.309 - 133.36 =$

$767.3 - 24.9 =$

$489.08 - 4.2 =$

$921.74 + 2.7 =$

$384.94 + 17.348 =$

$260.65 - 40.9 =$

$67.1 - 1.19 =$

$35.438 - 17.2 =$

$686.4 - 199.61 =$

$6.356 + 5.8 =$

$75.715 + 30.5 =$

$89.88 - 48.8 =$

$3.7 + 1.5 =$

$64.32 + 21.63 =$

$875.75 + 26.64 =$

$656.86 + 46.37 =$

GRADES 9-10

WEEK 11
Use R.A.C.E. Strategy for Math

Example:
Joshua has 32 donuts. He organizes them in boxes. Each box holds 12 donuts. How many boxes of donuts will Joshua have?

R (Restate the question) in your own words	Joshua will have ____ boxes of donuts.
A (Answer the question)	Joshua will have 3 boxes of donuts.
C (Cite the evidence)	I will determine how many boxes of 12 are required to fit all the donuts by dividing the number of donuts (32) by the number that can fit in each box (12). If I need part of a box I will round the solution up to the nearest whole number. 32 ÷ 12 = 2.666 Rounded up is 3
E (Explanation)	Joshua will have 3 boxes of donuts. I determined how many boxes of 12 are required to fit all the donuts by dividing the number of donuts (32) by the number that can fit in each box (12). Since I needed slightly more than two boxes, I rounded my solution to the nearest whole number.

WORD PROBLEMS

1. A photographer maintains her own darkroom for developing photos. She needs to mix 2 pints of a 5% acetic acid solution with a 10% solution to get a 7% solution. How many pints (calculated to the nearest tenth) of the 10% solution does she need?

2. A chemical solution contains 1% salt. How much salt is in 2.5ml of solution?

3. By definition an alloy is a mixture of metals. One alloy of brass is 30% copper and 70% zinc by weight and another alloy is 60% copper and 40% zinc. How many grams of each of these alloys must be melted and combined to obtain 300 grams of a brass that is 50% copper and 50% zinc?

TURN THE PAGE



QUESTION 1

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

QUESTION 2

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

QUESTION 3

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

MAKE SURE THAT ALL YOUR WORK IS COMPLETED BEFORE YOU TURN IT IN.