# Homework Packet for 9th & 10th Grade

# Week 20

**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 20
**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:

| | | |
|---|---|---|
| PARAMOUNT | PENCHANT | PERIPHERAL |
| PARSIMONY | PENDULOUS | PERPLEX |
| PARTISAN | PENITENT | PERSECUTE |
| PAUCITY | PENURIOUS | PERSEVERE |
| PEDANTIC | PERCEPTIVE | PERSPICACIOUS |

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# Extracurricular Activities and Codes of Conduct

For many students, extracurricular activities are a meaningful part of the high school experience. These activities allow students to develop their skills in areas such as sports, music, and drama while building relationships with peers and gaining experience performing or competing. But at many schools, students who participate in extracurricular activities are subject to special codes of conduct. These codes often establish high standards for academic performance and behavior, and students must meet the standards to stay eligible for their activities. Should students who participate in extracurricular activities be subject to special codes of conduct?

*Read and carefully consider these perspectives. Each suggests a particular way of thinking about the question above.*

**Perspective One**

All school rules and standards must apply equally to every student. It is unfair to hold students who play sports or music to higher standards than students who do not.

**Perspective Two**

Participation in school activities is a privilege, not a right. It is fair to ask students to earn this privilege by studying hard and behaving themselves.

**Perspective Three**

School programs should be open to all students. Not all students can meet high standards, which means not all students can participate in extracurricular activities.

## Essay Task

Write a unified, coherent essay in which you address the question of whether students who participate in extracurricular activities should be subject to special codes of conduct. In your essay, be sure to:

- clearly state your own perspective 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.

# Planning Your Essay

*Your work on these prewriting pages will not be scored.*

Use the space below and on the back cover to generate ideas and plan your essay. You may wish to consider the following as you think critically about the task:

Strengths and weaknesses of different perspectives on the issue

- What insights do they offer, and what do they fail to consider?
- Why might they be persuasive to others, or why might they fail to persuade?

Your own knowledge, experience, and values

- What is your perspective on this issue, and what are its strengths and weaknesses?
- How will you support your perspective in your essay?

## How to Score the Writing Test

It is difficult to be objective about one's own work. However, it is to your advantage to read your own writing critically, as doing so can help you grow as a writer and as a reader. It may also be helpful for you to give your practice essay to another reader, such as a classmate, parent, or teacher. To rate your essay, you and your reader(s) should review the guidelines and sample essays at **www.actstudent.org** and then use the scoring rubric below to assign your practice essay a score of 1 (low) through 6 (high) in each of the four writing domains (Ideas and Analysis, Development and Support, Organization, Language Use).

**Scoring Rubric** (below)

The rubric presents the standards by which your essay will be evaluated. Readers will use this rubric to assign your essay four unique scores, one per writing domain. To score your essay, determine which scorepoint, in each domain, best describes the features of your writing. Because each domain receives its own score, the four scores you assign need not be identical. For example, you may find that your essay exhibits stronger skill in organization than in the development of ideas. In this case, you may determine that your essay should receive a higher score in Organization than in Development and Support.

## The ACT Writing Test Scoring Rubric

| | ***Ideas and Analysis*** | ***Development and Support*** | ***Organization*** | ***Language Use*** |
|---|---|---|---|---|
| **Score 6:**<br><br>**Responses at this scorepoint demonstrate effective skill in writing an argumentative essay.** | The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities and tensions, and/or underlying values and assumptions. | Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis. | The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas. | The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding. |
| **Score 5:**<br><br>**Responses at this scorepoint demonstrate well-developed skill in writing an argumentative essay.** | The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities and tensions, and/or underlying values and assumptions. | Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis. | The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas. | The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding. |
| **Score 4:**<br><br>**Responses at this scorepoint demonstrate adequate skill in writing an argumentative essay.** | The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities and tensions, and/or underlying values and assumptions. | Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis. | The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas. | The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding. |

# Rounding Decimals (J)

Round each decimal number to the nearest place indicated.

1. 6.5 _____ whole number

2. 9.2 _____ whole number

3. 2.800 _____ hundredth

4. 2.6 _____ whole number

5. 2.9959 _____ thousandth

6. 5.018 _____ tenth

7. 4.4 _____ whole number

8. 1.2 _____ whole number

9. 1.72 _____ whole number

10. 6.9443 _____ whole number

11. 4.674 _____ tenth

12. 0.1150 _____ thousandth

13. 5.654 _____ tenth

14. 3.2 _____ whole number

15. 2.200 _____ hundredth

16. 6.69 _____ tenth

17. 3.7845 _____ thousandth

18. 6.6303 _____ hundredth

19. 1.5 _____ whole number

20. 4.25 _____ whole number

GRADES 9-10

**WEEK 20**
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. The Robin's Nest Nursing Home had a fundraising goal of $9,500. By the end of the fundraiser, they had exceeded their goal by $2,100. How much did they raise?

2. Mount Everest is 29,028 ft high. Mount Kilimanjaro is 19,340 ft high. How much taller is Mount Everest?

3. Mrs. Farrell's class has 26 students. Only 21 were present on Monday. How many were absent?

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.**