Homework Packet for 9th & 10th Grade

Week 27

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 27
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:

sedulous sentinel serene simulation skeptical	skirt smug solemn solicitude somber	sordid specious spontaneous sporadic spurious

TURN THE PAGE

Passage II

SOCIAL SCIENCE: Passage A is adapted from the book *Apple: A Global History* by Erika Janik (©2011 by Erika Janik). Passage B is adapted from the article "The Fatherland of Apples" by Gary Nabhan (©2008 by The Orion Society).

Passage A by Erika Janik

In early September of 1929, Nikolai Vavilov, famed Russian plant explorer and botanist, arrived in the central Asian crossroads of Alma-Ata, Kazakhstan. Climbing up the Zailijskei Alatau slopes of the Tian Shan mountains separating Kazakhstan from China, Vavilov found thickets of wild apples stretching in every direction, an extensive forest of fruit coloured russet red, creamy yellow, and vibrant pink. Nowhere else in the world do apples grow thickly as a forest or with such incredible diversity. Amazed by what he saw, Vavilov wrote: 'I could see with my own eyes that I had stumbled upon the centre of origin for the apple.'

With extraordinary prescience and few facts, Vavilov suggested that the wild apples he had seen growing in the Tian Shan were in fact the ancestors of the modern apple. He tracked the whole process of domestication to the mountains near Alma-Ata, where the wild apples looked awfully similar to the apples found at the local grocery. Unfortunately, Vavilov's theory would remain mostly unknown for decades.

Exactly where the apple came from had long been a matter of contention and discussion among people who study plant origins. Vavilov, imprisoned by Joseph Stalin in 1940 for work in plant genetics that challenged Stalin's beliefs, died in a Leningrad prison in 1943. Only after the fall of communism in Russia did Vavilov's theory, made more than half a century earlier, become widely recognized.

As Vavilov predicted, it's now believed that all of the apples known today are direct descendents of the wild apples that evolved in Kazakhstan. Apples do not comprise all of Kazakhstan's plant bounty, however. At least 157 other plant species found in Kazakhstan are either direct precursors or close wild relatives of domesticated crops, including 90 per cent of all cultivated temperate fruits. The name of Kazakhstan's largest city, Alma-Ata, or Almaty as it is known today, even translates as 'Father of Apples' or, according to some, 'where the apples are'. So this news about the apple's origins was probably no surprise to residents, particularly in towns where apple seedlings are known to grow up through the cracks in the pavements. The apple has been evolving in Central Asia for upwards of 4.5 million years.

Passage B by Gary Nabhan

Nikolai Vavilov is widely regarded as the world's greatest plant explorer, for he made over 250,000 seed, fruit, and tuber collections on five continents. Kazakh conservationist Tatiana Salova credits him with first recognizing that Kazakhstan was the center of origin and diversity for apples. "It is not surprising," she concedes, "that when Vavilov first came to Kazakhstan to look at plants he was so amazed. Nowhere else in the world do apples grow as a forest. That is one reason why he stated that this is probably where the apple was born, this was its birthing grounds."

Discerning where a crop originated and where the greatest portion of its genetic diversity remains extant may seem esoteric to the uninitiated. But knowing where exactly our food comes from—geographically, culturally, and genetically—is of paramount importance to the rather small portion of our own species that regularly concerns itself with the issue of food security. The variety of foods that we keep in our fields, orchards, and, secondarily, in our seed banks is critically important in protecting our food supply from plagues, crop diseases, catastrophic weather, and political upheavals. Vavilov himself was personally motivated to become an agricultural scientist by witnessing several famines during the czarist era of Russia. He hoped that by combining a more diverse seed portfolio with knowledge from both traditional farmers and collaborating scientists, the number of Russian families suffering from hunger might be reduced.

In a very real sense, the forests of wild foragers and the orchards of traditional farmers in such centers of crop diversity are the wellsprings of diversity that plant breeders, pathologists, and entomologists return to every time our society whittles the resilience in our fields and orchards down to its breaking point.

And whittle away we have done. Here in North America, according to apple historian Dan Bussey, some 16,000 apple varieties have been named and nurtured over the last four centuries. By 1904, however, the identities and sources of only 7,098 of those varieties could be discerned by USDA scientist W. H. Ragan. Since then, some 6,121 apple varieties—86.2 percent of Ragan's 1904 inventory—have been lost from nursery catalogs, farmers' markets, *and* from the American table.

11. The author's use of the words and phrases "thickets," "stretching in every direction," and "extensive forest" (lines 6–7) in Passage A most nearly serves to emphasize which of the following points?

- **A.** The Tian Shan mountains are a challenge to navigate.
- **B.** The apple varieties of Kazakhstan would be difficult for a botanist to catalog.
- **C.** The diversity of plant species in Kazakhstan is crucially important.
- **D.** The magnitude of wild apples in Kazakhstan is stunning.

12. The author of Passage A most likely states that the wild apples growing in the Tian Shan looked like apples found at the local grocery store to support the point that:

- **F.** many of the apples stocked in grocery stores are harvested in the Tian Shan.
- **G.** in the Tian Shan, Vavilov had likely found the wild ancestors of the domesticated apple.
- **H.** the wild apples growing in the Tian Shan are among the most popular varieties with consumers.
- **J.** in the Tian Shan, Vavilov had found new apple varieties to introduce to food producers.

13. Passage A makes which of the following claims about plant species that are found in Kazakhstan?

- **A.** Approximately 157 species of cultivated temperate fruits originated in Kazakhstan.
- **B.** Ninety percent of all domesticated crops are either direct precursors or close wild relatives of plant species found in Kazakhstan.
- **C.** Of the plant species found in Kazakhstan, ninety percent are species of apples.
- **D.** Aside from apples, at least 157 plant species found in Kazakhstan are either direct precursors or close wild relatives of domesticated crops.

14. Passage B most strongly suggests that Vavilov was motivated to become an agricultural scientist primarily because he:

- **F.** wanted to have one of his findings published.
- **G.** aimed to work with a famous botanist.
- **H.** wished to remedy a personal financial crisis.
- **J.** hoped to help feed others.

15. The author of Passage B uses the phrase "whittle away" (line 80) to refer to the way that apple varieties have been:

- **A.** gradually lost from nursery catalogs, farmers' markets, and the American table.
- **B.** modified by plant breeders, entomologists, and pathologists to meet specialized needs.
- **C.** weeded out by scientists until only the few thousand most resilient varieties remained.
- **D.** pared down in 1904 to the few varieties that nursery catalogs wanted to feature.

16. As it is used in lines 82–83, the phrase *named and nurtured* most nearly means:

- **F.** nominated and encouraged.
- **G.** identified and cultivated.
- **H.** pointed to and groomed.
- **J.** cited and fed.

17. In Passage B, it can most reasonably be inferred from the third paragraph (lines 74–79) that "centers of crop diversity" become crucially important when:

- **A.** plant breeders would like to learn more about the plant species of central Asia.
- **B.** problems with a cultivated crop require experts to research a new variety of the crop.
- **C.** consumers would like more variety in grocery produce departments.
- **D.** disputes among plant breeders, pathologists, and entomologists lead to a reduction in crop variety.

18. Which of the following statements best describes the difference in the tone of the two passages?

- **F.** Passage A is defensive, whereas Passage B is dispassionate.
- **G.** Passage A is solemn, whereas Passage B is optimistic.
- **H.** Passage A is celebratory, whereas Passage B is cautionary.
- **J.** Passage A is accusatory, whereas Passage B is sentimental.

19. Compared to the author of Passage A, the author of Passage B provides more information about the:

- **A.** reduction in the number of apple varieties in North America over the past four centuries.
- **B.** methods Vavilov used to prove to other scientists that the apples growing in the Tian Shan are the ancestors of the modern apple.
- **C.** number of apple varieties that are thriving in Kazakhstan today.
- **D.** techniques used by researchers to determine the regions with the greatest genetic diversity in plants.

20. Passage A quotes Vavilov as saying "'I could see with my own eyes that I had stumbled upon the centre of origin for the apple'" (lines 11–12). In Passage B this quote is directly:

- **F.** invoked by the passage author as he imagines what Kazakhstan looked like centuries ago.
- **G.** used to support an argument by USDA scientists.
- **H.** paraphrased by Salova.
- **J.** refuted by Bussey.

Adding/Subtracting 3-Digit Numbers (B)

Name: _____ Date: _____

Calculate each sum or difference.

9382 − 324	7208 + 431	4765 − 178	9742 + 416	3710 + 470
3831 − 880	4680 − 533	7682 − 428	5645 + 641	9371 + 986
4336 − 797	4103 + 348	5408 + 851	6561 + 670	4891 + 666
3376 + 287	3531 − 449	8591 + 691	5672 + 248	5330 − 538
1275 − 804	1827 − 144	3382 − 761	6316 + 370	5639 − 403

GRADES 9-10

WEEK 27
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. Sharon wants to make 25 half-cup servings of soup. How many ounces of soup does she need?

2. Justin weighed 8 lb 12 oz when he was born. At his two-week check-up, he had gained 8 ounces. What was his weight in pounds and ounces?

3. One inch equals 2.54 centimeters. The dimensions of a table made in Europe are 85 cm wide by 120 cm long. What is the width of the table in inches? Round to the nearest tenth of an inch.

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.