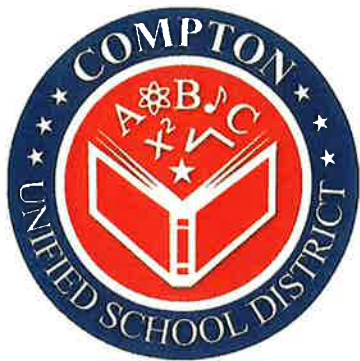


Compton USD Learning Packet

Ninth Grade



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As spring break approaches, we would like to share with you some learning resources that we have available for our PreK-12 students. From activity packets and online programs, to the use of Google Classroom and Google Meet, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning beyond the classroom, whether it is at home, after school, on weekends, during vacation time, or in the event of extenuating circumstances that would prevent students from coming to school.

Visit our Compton Unified School District website to access the resources that we have available for our students!

PARENT SQUARE REGISTRATION

To receive important updates on student assignments please make sure that you are registered on Parent Square! You will receive notification from your schools.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

REVIEW LEARNING PACKETS

Our Common-Core aligned **Review Learning Packets** offer TK-12 students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work for 2 weeks, and it includes recommendations for students and families on how to distribute the completion of these review activities. In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

ACCESS TO ONLINE PROGRAMS

In addition our Learning Packets, our district offers a variety of **online programs** that students can access. Some of these programs include i-Ready, Imagine Learning, Dreambox, and My Writing Coach. The use of these programs offer a great opportunity for students to master those skills that they are experiencing difficulty with, while learning new grade-level concepts! A Digital Resource Guide and usage program usage recommendations are included at the back of our Learning Packet.

GOOGLE CLASSROOM

Many of our educators also use **Google Classroom**, which makes their teaching more productive, collaborative, and meaningful. Using this management system, our teachers can distribute assignments that students can complete from home, and teachers can review, grade, and send feedback!

GOOGLE MEET

Many of our teachers use **Google Meet** as part of their Google Classroom. This platform allows teachers to video conference live with students to deliver lessons, tutor, and answer clarifying questions virtually.



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Estimados padres y tutores,

A medida que se acerca el descanso de primavera, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes de PreK-12. Desde paquetes de actividades y programas en la web, hasta el uso de Google Classroom y Google Meet, los estudiantes del Distrito Escolar Unificado de Compton (CUSD) tienen múltiples oportunidades para reforzar el aprendizaje.

Queremos que nuestros estudiantes continúen aprendiendo más allá del salón de clases, ya sea en casa, después de la escuela, los fines de semana, durante las vacaciones, o en el caso de circunstancias atenuantes que prevendrían a los estudiantes asistir a clases.

¡Visite nuestro sitio web del Distrito Escolar Unificado de Compton para tener acceso a los recursos que tenemos disponibles para nuestros estudiantes!

PARENT SQUARE

Para recibir notificaciones sobre las tareas para su hijo/a por favor regístrese en Parent Square. Su escuela le mandará más información.

SERVICIOS EDUCATIVOS

TELÉFONO:

(310) 639 4321 Ext. 55012

SITIO WEB:

www.compton.k12.ca.us

REVISAR PAQUETES DE APRENDIZAJE

Nuestros **Paquetes de Aprendizaje de Repaso** están alineados con los estándares del estado y ofrecen a los estudiantes TK-12 la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las esferas de la alfabetización y las matemáticas. Cada paquete contiene trabajo para los estudiantes para 2 semanas, e incluye recomendaciones para los estudiantes y las familias sobre cómo distribuir estas tareas. Además, recomendamos que los estudiantes se involucren en lectura libre por un mínimo de 30 minutos cada día.

ACCESO A PROGRAMAS DE COMPUTACION

Además de nuestros Paquetes de Aprendizaje, nuestro distrito ofrece una variedad de **programas de computación** a los que los estudiantes pueden acceder. Algunos de estos programas incluyen i-Ready, Imagine Learning, Dreambox y My Writing Coach. ¡El uso de estos programas ofrece una gran oportunidad para que los estudiantes dominen aquellas habilidades con las que están experimentando dificultades, mientras aprenden nuevos conceptos de nivel de grado! En la parte posterior de nuestros Paquetes de Aprendizaje se incluye una Guía de Recursos Digitales.

SALÓN DE CLASES DE GOOGLE

Muchos de nuestros educadores también utilizan **Google Classroom**, lo que hace que su enseñanza sea más productiva, colaborativa y relevante. ¡Usando este sistema, nuestros maestros pueden distribuir tareas que los estudiantes pueden completar desde casa, y los maestros pueden revisar, calificar y enviar comentarios!

GOOGLE MEET

Muchos de nuestros maestros utilizan los **Google Meet** como parte de su Google Classroom. Esta plataforma permite a los profesores realizar videoconferencias con los estudiantes para impartir lecciones, ofrecer clases particulares y responder a preguntas y dudas de forma virtual.

9th Grade Learning Packet

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	Skills Practice - Comparing Linear Functions in Different Forms	

Name: _____

Inferences Worksheet 1

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, “There, there, Max. We’ll just find something else to do.” She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, “I don’t wanna sand-mich!” A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “I’m going to kill you, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

6. What happened to the window? _____

How do you know this?

7. Why did Tommy leave? _____

What in the text supports your description?

Today was a special day in Ms. Smith’s class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped off his chair, strutted over to Veronica’s desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone’s mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica’s mailbox, but it wouldn’t quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day? _____

What in the text supports your idea?

9. Which boy does Veronica like? _____

What in the text supports your idea?

10. Why did Bartleby run? _____

What in the text supports your idea?

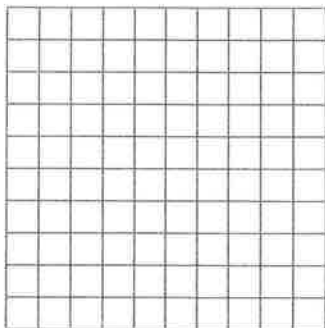
Skills Practice

Name _____ Date _____

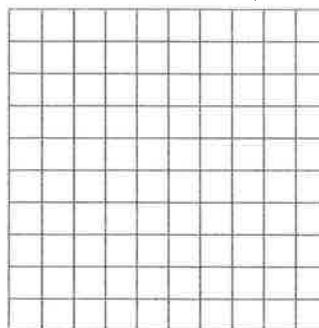
I. Arithmetic Sequences as Linear Functions

A. Write each arithmetic sequence as a linear function. Graph the function for all integers, n , such that $1 \leq n \leq 10$.

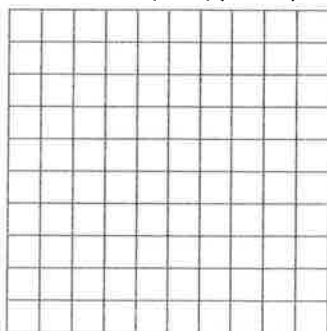
1. $a_n = 16 + 5(n - 1)$



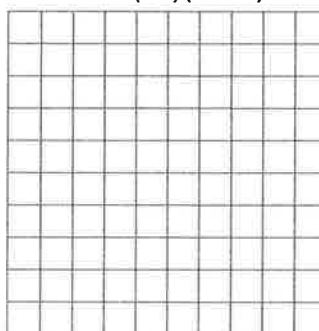
2. $a_n = -50 + 15(n - 1)$



3. $a_n = 100 + (-20)(n - 1)$

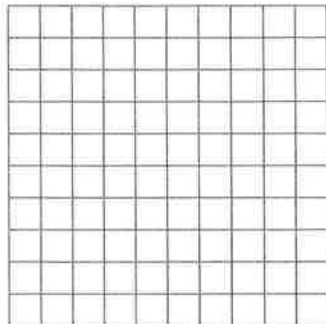


4. $a_n = -9 + (-7)(n - 1)$

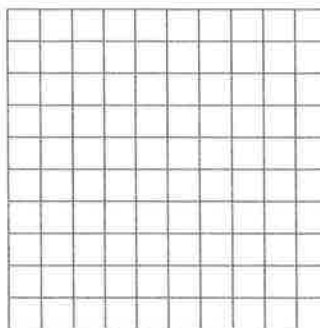


Name _____ Date _____

5. $a_n = 550 + (-50)(n - 1)$



6. $a_n = 3 + \left(-\frac{3}{5}\right)(n - 1)$



Name: _____

Inferences Worksheet 2

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Kyle ran into his house, slamming the door behind him. He threw his book bag on the floor and plopped onto the couch. After six hours of playing *Grand Larceny VII*, he ate some pizza and fell asleep with a slice on his stomach and his feet on his book bag. When Kyle came home from school the next day, he was noticeably distraught. He balled up his report card and placed it inside a soup can in the garbage. He then flipped the soup can upside down in the garbage can and arranged loose pieces of trash over it. As he plopped down on the couch, he let out a sigh and picked up his controller.

1. Why is Kyle distraught? _____

How do you know this?

2. Why does Kyle put the report card in a soup can? _____

How do you know this?

3. Was Kyle's report card good or bad and why was it like that? _____

How do you know this?

Anastasia sat by the fountain in the park with her head in her palms. She was weeping mournfully and her clothing was disheveled. In between gasps and sobs, Anastasia cried out a name: "Oh... John..." And then her cell phone beeped. Her hand ran into her purse and her heart fluttered. The text message was from John. She opened up the message and read the few bare words, "*I need to get my jacket back from you.*" Anastasia threw her head into her arms and continued sobbing.

4. What relationship do John and Anastasia have? _____

Why do you feel this way?

5. Why is Anastasia sad? _____

How do you know this?

Cassie rolled over in her bed as she felt the sunlight hit her face. The beams were warming the back of her neck when she slowly realized that it was a Thursday, and she felt a little too good for a Thursday. Struggling to open her eyes, she looked up at the clock. "9:48," she shouted, "Holy cow!" Cassie jumped out of bed, threw on the first outfit that she grabbed, brushed her teeth in two swipes, threw her books into her backpack, and then ran out the door.

6. What problem is Cassie having? _____

How do you know this?

7. Where is Cassie going? _____

How do you know this?

Kelvin was waiting in front of the corner store at 3:56. His muscles were tense and he was sweating a bit more than usual. The other kids gathered in front of the little storefront were much more relaxed, even playful. They joked back and forth lightly to each other but for Kelvin, time slowed. 3:57. "Don't worry, Kelvin. He ain't even gonna show up." Kelvin hoped that he wouldn't. A black four-door Camry with tinted windows pulled up and parked across the street. Kelvin gulped. 3:58. A group of teenagers piled out of the car. James was in the front. "Hi-ya, Kelvin. Glad you could make it," James said. Kelvin felt smaller.

8. Why is Kelvin waiting at the corner store? _____

How do you know this?

9. Are James and Kelvin friends? _____

What in the text supports your idea?

10. Why is Kelvin so nervous? _____

What in the text supports your idea?

II. Analyzing Function Equations and Graphs

A. Identify the independent and dependent quantities in each problem situation. Then write a function to represent the problem situation.

1. Nathan is riding his scooter to school at a rate of 6 miles per hour.
2. Sophia is walking to the mall at a rate of 3 miles per hour.
3. Mario is stuffing envelopes with invitations to the school's Spring Carnival. He stuffs 5 envelopes each minute.
4. Shanise plays on the varsity soccer team. She averages 4 goals per game.
5. The football booster club sells hot chocolate during the varsity football games. Each cup of hot chocolate costs \$2.
6. The basketball booster club sells T-shirts at the varsity basketball games. Each T-shirt costs \$12.

B. Use each scenario to complete the table of values and calculate the unit rate of change.

1. Miguel is riding his bike to lacrosse practice at a rate of 7 miles per hour.

	Independent Quantity	Dependent Quantity
Quantity		
Units		
Expression		
	0	
	0.5	
	1	
	1.5	
	2	

2. Jada is walking to school at a rate of 2 miles per hour.

	Independent Quantity	Dependent Quantity
Quantity		
Units		
Expression		
	0.25	
	0.5	
	1	
	1.25	
	1.5	

3. Noah is stuffing envelopes with invitations to the school's Harvest Festival. He stuffs 4 envelopes each minute.

	Independent Quantity	Dependent Quantity
Quantity		
Units		
Expression		
	5	
	10	
	15	
	20	
	25	

4. Terrell plays on the varsity basketball team. He averages 12 points per game.

	Independent Quantity	Dependent Quantity
Quantity		
Units		
Expression		
	1	
	3	
	5	
	7	
	9	

Name _____

Date _____

5. The volleyball boosters sell bags of popcorn during the varsity matches to raise money for new uniforms. Each bag of popcorn costs \$3.

	Independent Quantity	Dependent Quantity
Quantity		
Units		
Expression		
	5	
	10	
	15	
	20	
	25	

6. The football boosters sell hooded sweatshirts to raise money for new equipment. Each sweatshirt costs \$18.

	Independent Quantity	Dependent Quantity
Quantity		
Units		
Expression		
	5	
	10	
	20	
	30	
	40	

The Gift of the Magi

by O. Henry

ONE dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier glass between the windows of the room. Perhaps you have seen a pier glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King

Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation—as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value—the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends—a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do—oh! what could I do with a dollar and eighty-seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near

the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying a little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two-and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again-you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice-what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you-sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year-what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs-the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims-just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men-wonderfully wise men-who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

Name: _____ Date: _____

1. Around which holiday does the story take place?

- A. Christmas
- B. Thanksgiving
- C. Halloween
- D. Easter

2. What main problem does Della face?

- A. She doesn't know what to buy Jim for Christmas.
- B. She lost the money she was going to use to buy Jim's Christmas present.
- C. She only has \$1.87 to buy a Christmas present for Jim.
- D. She cannot find the present she had bought Jim for Christmas.

3. Della's hair is extremely valuable. What evidence from the text supports this conclusion?

- A. Della's hair reached below her knees and made itself almost a garment for her.
- B. When Della's head was covered with tiny, close-lying curls, she looked wonderfully like a truant schoolboy.
- C. Della's hair grew awfully fast.
- D. Had the queen lived next door, Della would have hung her hair out the window to dry just to depreciate Her Majesty's jewels and gifts.

4. Before revealing her haircut to Jim, Della says, "Please God, make him think I am still pretty." How does Jim feel about Della after he discovers her new haircut?

- A. He doesn't like Della's haircut, but he won't say so.
- B. He doesn't like Della any less than he had before.
- C. He thinks Della looks even better after the haircut.
- D. He thinks Della should have sold even more of her hair.

5. What is the theme of this story?

- A. The gifts appreciated most by the people receiving them are the most expensive gifts.
- B. A willingness to sacrifice for someone you love is the most valuable gift of all.
- C. You shouldn't compare the gift you receive from someone with the gift you gave that person.
- D. Exchanging gifts with someone is the best way to show your love for that person.

6. Read these sentences from the text:

"[Della] stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present."

Why might the author have repeated the word "gray" in the first sentence?

- A. to inform the reader about the time of day
- B. to demonstrate Della's lack of imagination
- C. to reflect Della's mood in this moment
- D. to ensure the reader remembers the color of the cat

7. Choose the answer that best completes the sentence.

_____ Della took a mighty pride in her hair, she cut it all off for twenty dollars.

- A. Because
- B. Although
- C. Since
- D. Whenever

8. What did the magi invent?

9. Read the following sentence from the last paragraph of the text:

"And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house."

Who are the "two foolish children" to which the author refers?

10. How are Della and Jim the wisest "of all who give and receive gifts"?

Support your answer with evidence from the text.

III. Evaluating Linear Functions

A. Determine the value of each function at the given value of x .

1. For $p(x) = -2x + 5$, determine:
 - a. $p(5)$
 - b. $p(0)$
 - c. $p\left(-\frac{1}{2}\right)$
2. For $f(x) = \frac{1}{3}x - 2$, determine:
 - a. $f(9)$
 - b. $f(-1)$
 - c. $f(0)$
3. For $a(x) = 5$, determine:
 - a. $a(-3)$
 - b. $a\left(\frac{1}{4}\right)$
 - c. $a(5)$
4. For $h(x) = -4x - 1$, determine:
 - a. $h(0)$
 - b. $h(-3)$
 - c. $h\left(\frac{1}{4}\right)$
5. For $g(x) = 0.75x - 1.2$, determine:
 - a. $g(8)$
 - b. $g(-2)$
 - c. $g(0)$
6. For $f(x) = -\frac{4}{5}x + 11$, determine:
 - a. $f(-5)$
 - b. $f(2)$
 - c. $f(1)$

7. For $p(x) = -10x - \frac{1}{2}$, determine:

a. $p\left(\frac{3}{4}\right)$

b. $p(0)$.

c. $p\left(-\frac{1}{20}\right)$

9. For $f(x) = -2x - 16$, determine:

a. $f(x) = -8$

b. $f(x) = 16$

c. $f(x) = -\frac{1}{2}$

11. For $h(x) = 10x - 9$

a. $h(1)$

b. $h(-9)$

c. $h(2)$

8. For $w(x) = 3x + 4.5$, determine:

a. $w(-0.5)$

b. $w(0.5)$

c. $w\left(\frac{1}{7}\right)$

10. For $g(x) = -x + \frac{5}{8}$

a. $g(-1)$

b. $g(0)$

c. $g\left(-\frac{3}{8}\right)$

12. For $p(x) = -8x - 17$

a. $p(-3)$

b. $p(2)$

c. $p\left(\frac{1}{8}\right)$

Name _____ Oxymorons

Big Words

An oxymoron is a figure in speech in which two apparently contradictory words appear next to or near each other, for example, "alone together" is an oxymoron. A person cannot be "alone" and "together" with someone else at the same time, and yet the phrase "alone together" has a particular meaning that we understand.

Match each oxymoron on the right to the literal description of its meaning on the left.

- | | |
|--|----------------------|
| _____ 1. Someone who is physically grown but acts like a baby. | A Jumbo Shrimp |
| _____ 2. Missing someone who is not there. | B Walking dead |
| _____ 3. A silence so noticeable you can almost "hear" it. | C deafening silence |
| _____ 4. Shrimp that are very big. | D noticeable absence |
| _____ 5. The one you like the least, but don't exactly hate. | E alone in a crowd |
| _____ 6. Feeling lonely even though you are with others. | F least favorite |
| _____ 7. Someone that is extremely exhausted. | G big baby |

8. Now invent an oxymoron of your own! Think of some quality and its opposite. Write your oxymoron on the lines below and explain its meaning in a few words.



Character Analysis in *The Red Badge of Courage*

In Stephen Crane's novel, The Red Badge of Courage, Henry Fleming is a young Union soldier in the Civil War. Before he enlisted, Henry had a romantic view of war. This passage takes place before Henry's first battle as a soldier.

However, he perceived now that it did not greatly matter what kind of soldiers he was going to fight, so long as they fought, which fact no one disputed. There was a more serious problem. He lay in his bunk pondering upon it. He tried to mathematically prove to himself that he would not run from a battle.

Previously he had never felt obliged to wrestle too seriously with this question. In his life he had taken certain things for granted, never challenging his belief in ultimate success, and bothering little about means and roads. But here he was confronted with a thing of moment. It had suddenly appeared to him that perhaps in a battle he might run. He was forced to admit that as far as war was concerned he knew nothing of himself.

A sufficient time before he would have allowed the problem to kick its heels at the outer portals of his mind, but now he felt compelled to give serious attention to it.

A little panic-fear grew in his mind. As his imagination went forward to a fight, he saw hideous possibilities. He contemplated the lurking menaces of the future, and failed in an effort to see himself standing stoutly in the midst of them. He recalled his visions of broken-bladed glory, but in the shadow of the impending tumult he suspected them to be impossible pictures.

He sprang from the bunk and began to pace nervously to and fro. "Good Lord, what's th' matter with me?" he said aloud.

He felt that in this crisis his laws of life were useless. Whatever he had learned of himself was here of no avail. He was an unknown quantity. He saw that he would again be obliged to experiment as he had in early youth. He must accumulate information of himself, and meanwhile he resolved to remain close upon his guard lest those qualities of which he knew nothing should everlastingly disgrace him. "Good Lord!" he repeated in dismay.



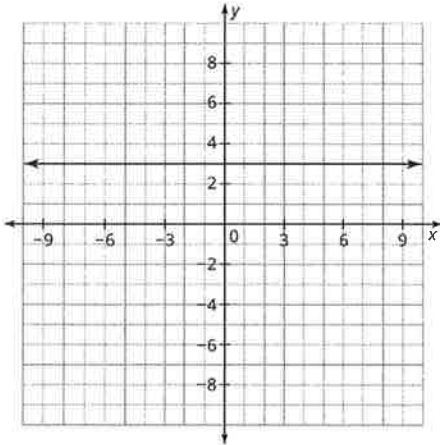
In this passage, Henry is facing a part of himself that he knew nothing about. What is this characteristic?

IV. Identifying Key Characteristics of Graphs of Functions

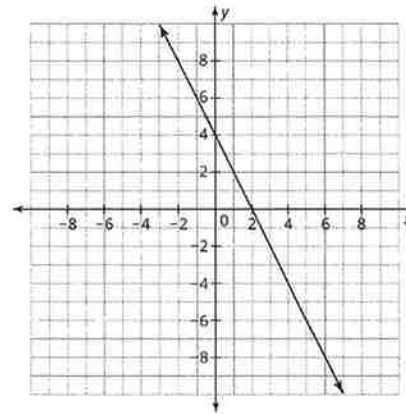
A. For the graph shown in each problem, determine the following:

- a. y -intercept
- b. x -intercept
- c. slope
- d. domain
- e. range.

1.

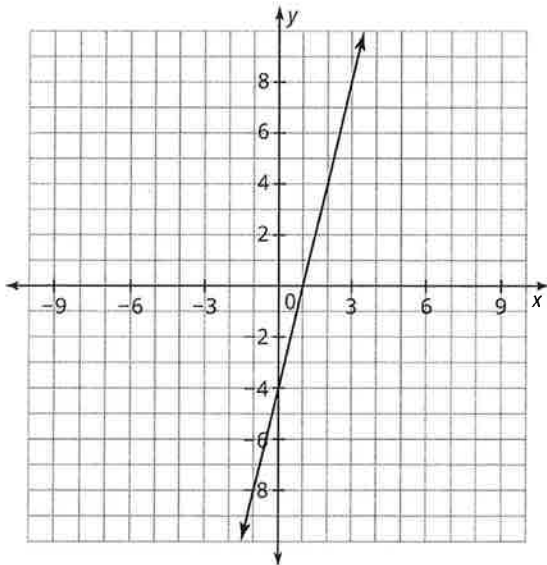


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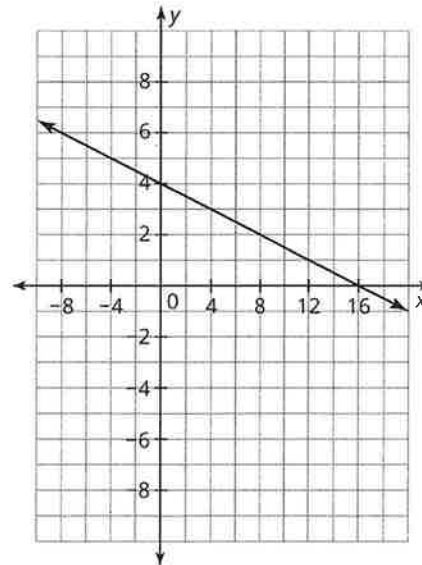


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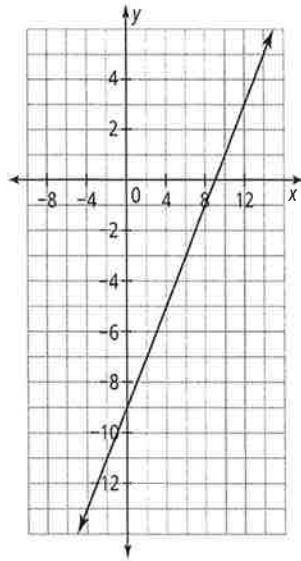
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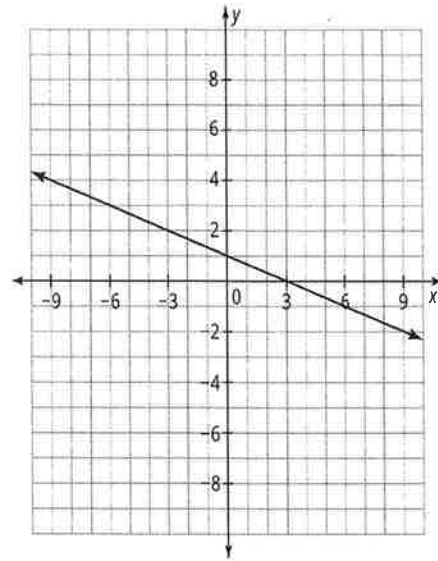
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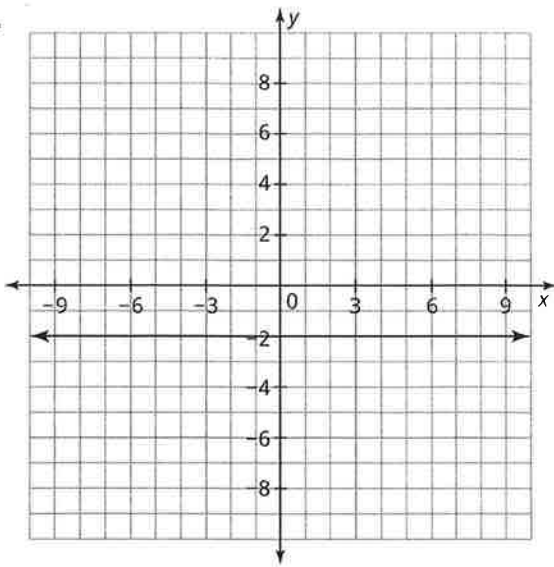
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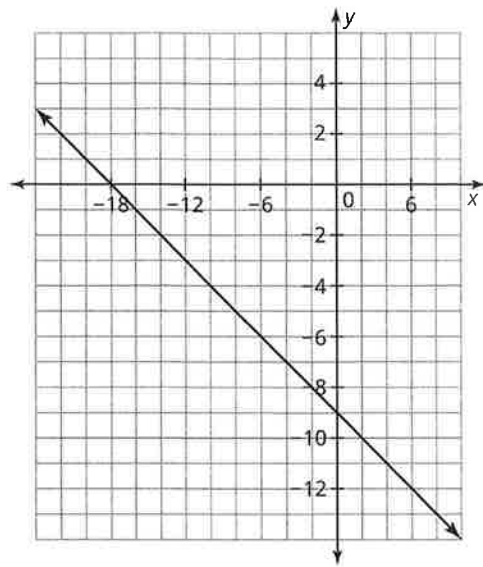
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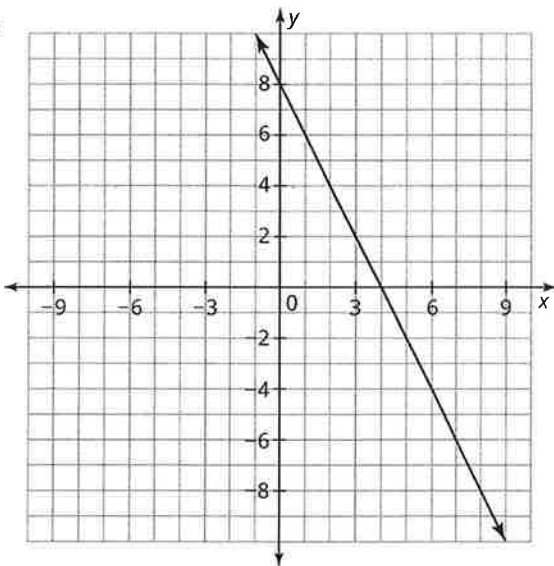
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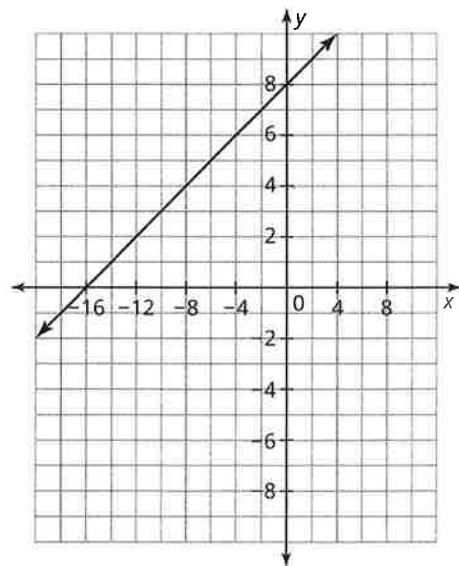
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9.



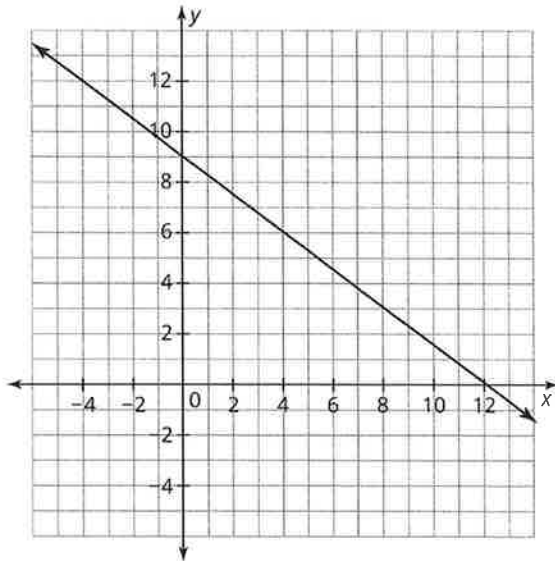
10.



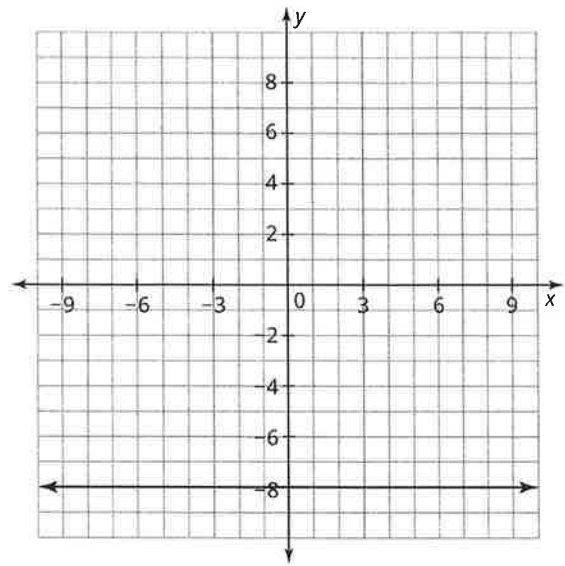
Name _____

Date _____

11.



12.



Name: _____

Explaining Oxymorons

Identify and explain each oxymoron in the sentences below.

1) My younger brother took the larger half of the blueberry muffin.

2) The teacher asked the class to keep the noise down to a dull roar.

3) When Elizabeth mentioned her election idea to the committee, it went over like a lead balloon.

4) It was a minor miracle that no one was hurt when the car ran off the country road.

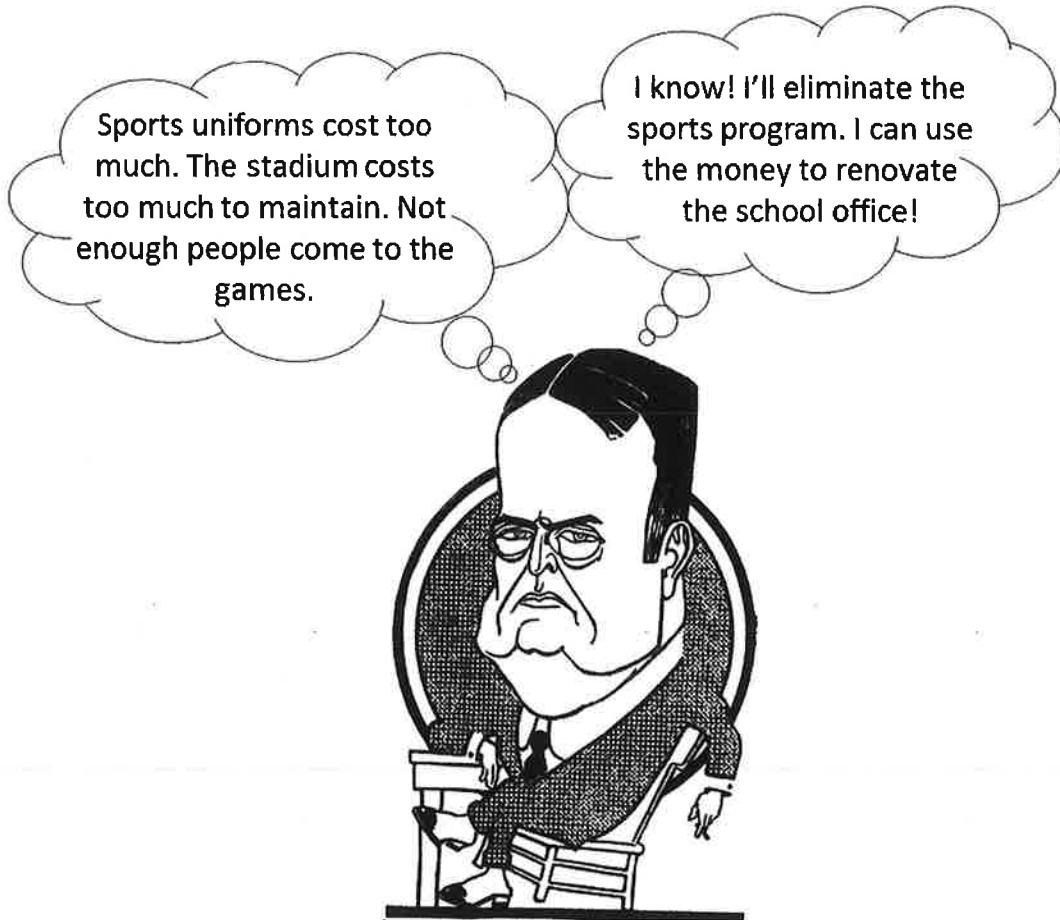
5) James became a one-man band to raise money for the school project.

6) He is always able to give an unbiased opinion when he is asked politely.

7) The toy company faced a friendly takeover by the bicycle manufacturer.

8) She asked in a loud whisper if anyone wanted to leave the movie with her.

Persuasive Writing



SITUATION: Your school is considering eliminating its sports program.

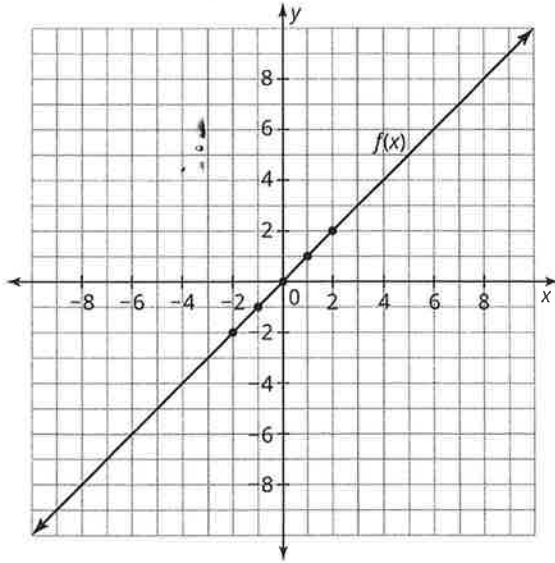
DIRECTIONS: Think about whether or not your school should have a sports program and why.

PROMPT: Write a letter to your principal to persuade him not to eliminate your school's sports program.

V. Vertical Translations and Vertical Dilations of Linear Functions

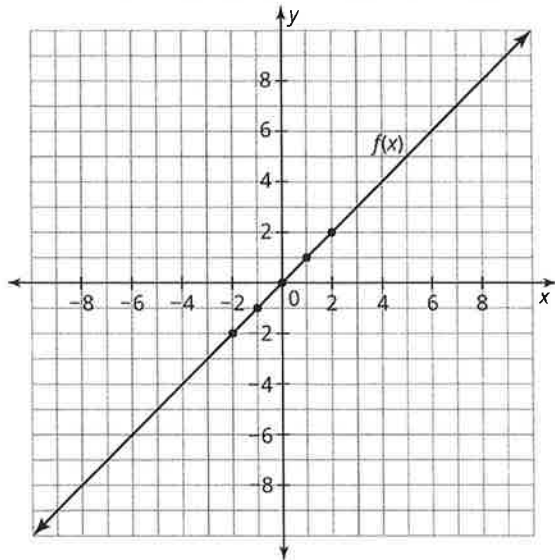
A. Given the graph and table of values of $f(x) = x$, sketch the graph of each transformed function, $p(x)$, and complete the table of corresponding points for $p(x)$.

1. Translate the graph of $f(x)$ down 7 units.



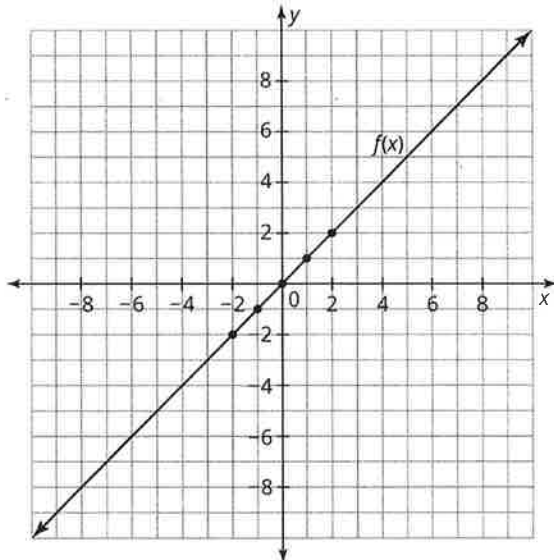
Original Graph		Transformed Graph	
x	$f(x)$	x	$p(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

2. Translate the graph of $f(x)$ up 4 units.



Original Graph		Transformed Graph	
x	$f(x)$	x	$p(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

3. Translate the graph of $f(x)$ up 8 units.

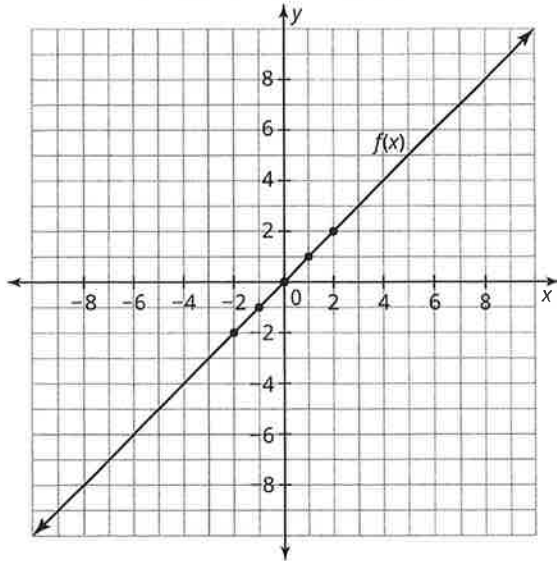


Original Graph		Transformed Graph	
x	$f(x)$	x	$p(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

Name _____

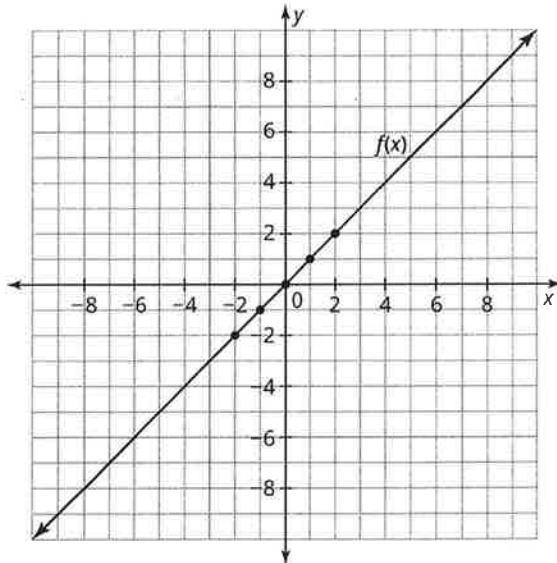
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4. Translate the graph of $f(x)$ down 2 units.



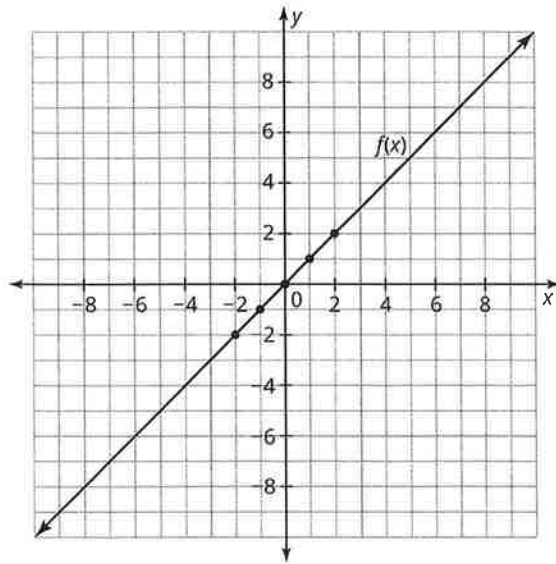
Original Graph		Transformed Graph	
x	$f(x)$	x	$p(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

5. Translate the graph of $f(x)$ down 5 units.



Original Graph		Transformed Graph	
x	$f(x)$	x	$p(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

6. Translate the graph of $f(x)$ up $\frac{9}{2}$ units.



Original Graph		Transformed Graph	
x	$f(x)$	x	$p(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

Name _____ Context Clues

What's That?

DIRECTIONS: Read each sentence. Determine the meaning of the word using clues from the sentence or knowledge you already have. Then explain what it was that helped you find the meaning of the word.

1. From her posture, we **deduced** that Amelia was guilty.

What does it mean? _____

CLUES:

2. We plan to **leverage** our combined experience to write the proposal.

What does it mean? _____

CLUES:

3. We have recently **implemented** a new access system.

What does it mean? _____

CLUES:

4. When the New York office was destroyed, the company **devolved** leadership of its operations to Saint Louis.

What does it mean? _____

CLUES:

5. The public demands that someone be held **accountable** for the crime.

What does it mean? _____

CLUES:



Name _____ Grade 9 Writing Prompt

Cartoon Captions

READ: Read the cartoon.

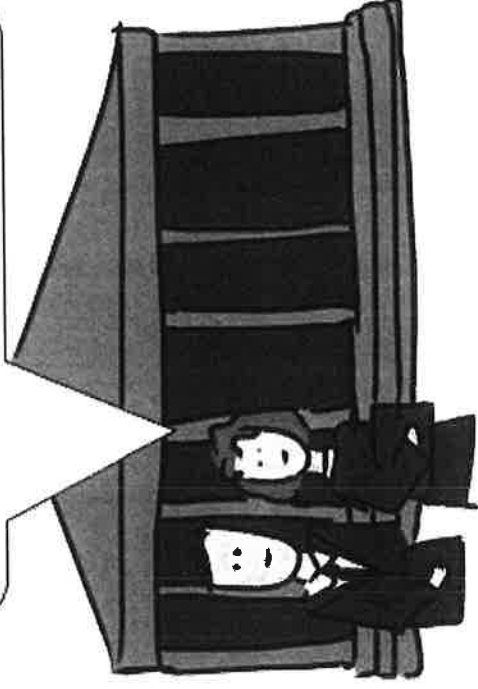
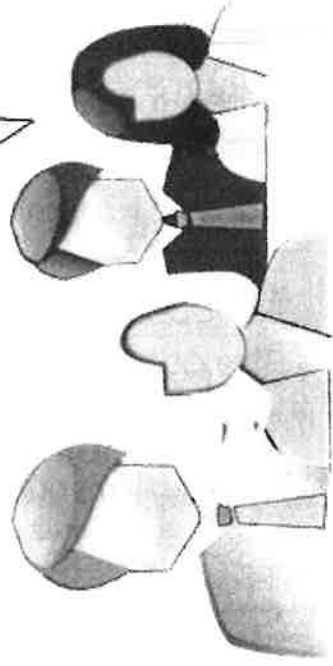
THINK: Think about the issue. Do you think the driving age should remain at 16? Or do you agree that it should be raised to 18?

WRITE: Write to your congress person to convince her/him of your opinion.

I just caught my 16-year-old texting while driving!

Last weekend two teenagers were killed in a senseless car accident!

We are going to present a bill to Congress to raise the driving age from 16 to 18.



B. Write an equation for each translated function $g(x)$ in terms of $f(x)$, and then simplify the equation.

1. $f(x) = 3x + 1$ is translated 9 units up.

2. $f(x) = 6x - 10$ is translated 13 units down.

3. $f(x) = -7 - 4x$ is translated 21 units up.

4. $f(x) = -2x - 7$ is translated 12 units down.

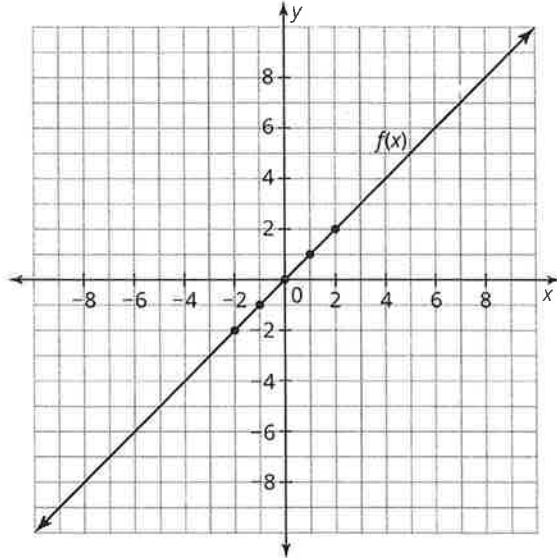
5. $f(x) = \frac{1}{2}x + 2$ is translated 4 units down.

6. $f(x) = 3 - 5x$ is translated 16 units up.

Name _____ Date _____

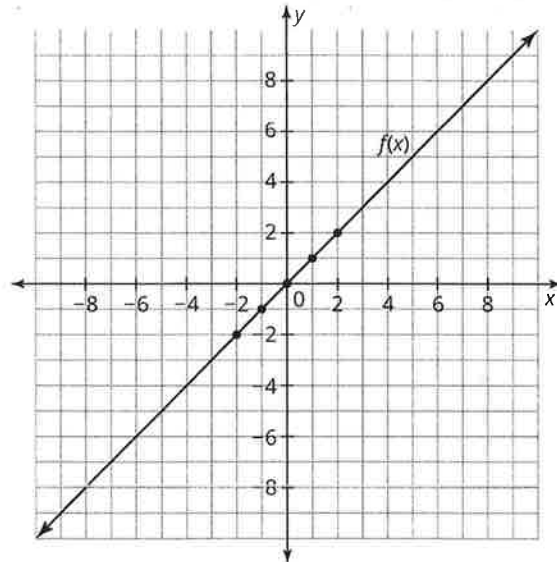
C. Given the graph and table of values of $f(x) = x$, sketch the graph of each transformed function, $m(x)$, and complete the table of corresponding points for $m(x)$.

1. The output values of $m(x)$ are changed by a factor of 5.



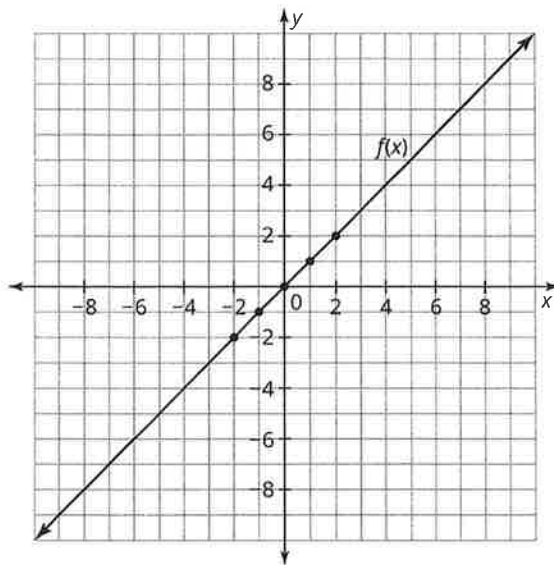
Original Graph		Transformed Graph	
x	$f(x)$	x	$m(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

2. The input values of $m(x)$ are changed by a factor of 6.



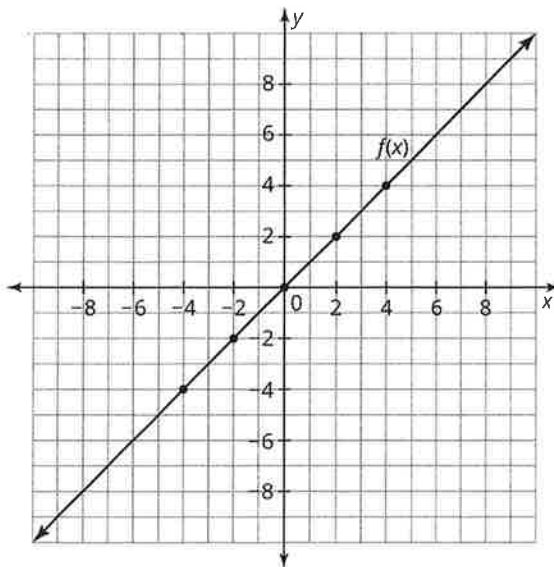
Original Graph		Transformed Graph	
x	$f(x)$	x	$m(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

3. The output values of $m(x)$ are changed by a factor of $\frac{1}{6}$.



Original Graph		Transformed Graph	
x	$f(x)$	x	$m(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

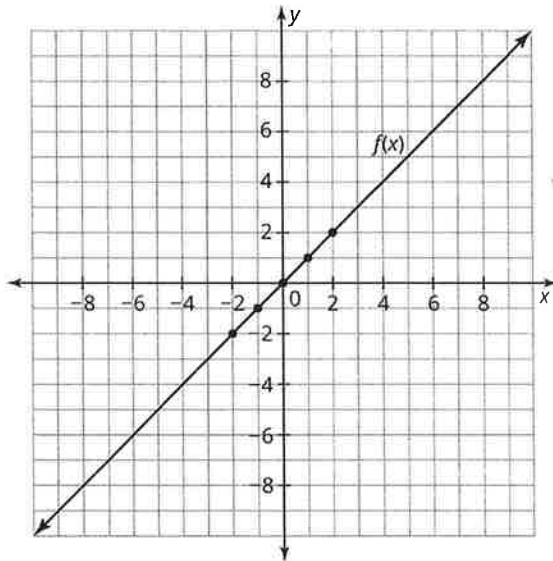
4. The input values of $m(x)$ are changed by a factor of $\frac{1}{2}$.



Original Graph		Transformed Graph	
x	$f(x)$	x	$m(x)$
-4	-4		
-2	-2		
0	0		
2	2		
4	4		

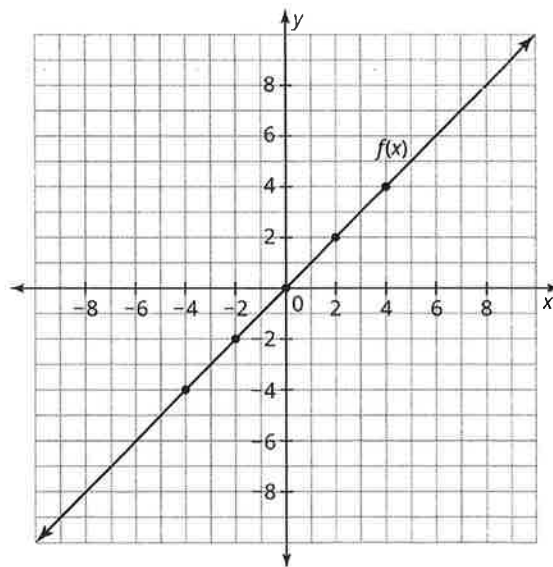
Name _____ Date _____

5. The output values of $m(x)$ are changed by a factor of 3.



Original Graph		Transformed Graph	
x	$f(x)$	x	$m(x)$
-2	-2		
-1	-1		
0	0		
1	1		
2	2		

6. The output values of $m(x)$ are changed by a factor of $\frac{3}{4}$.



Original Graph		Transformed Graph	
x	$f(x)$	x	$m(x)$
-4	-4		
-2	-2		
0	0		
2	2		
4	4		



What's It Mean?

DIRECTIONS: Read each sentence. Determine the meaning of the word using clues from the sentence or knowledge you already have. Then explain what it was that helped you find the meaning of the word.

1. Kim thinks she looked attractive, but everyone else thinks she looks **emaciated**.

What does it mean? _____

CLUES:

2. That boring speaker is not known for his **brevity**.

What does it mean? _____

CLUES:

3. John wanted to **adjourn** the meeting. Everyone agreed, and we went our separate ways.

What does it mean? _____

CLUES:

4. She got in trouble for her **flagrant** disregard of school rules.

What does it mean? _____

CLUES:

5. Mark won't be elected class president because of his **slovenly** appearance.

What does it mean? _____

CLUES:

Find the Meaning: JFK's Inaugural Speech

John F. Kennedy was inaugurated as President on January 21, 1961. At age 43, he was the youngest person to be elected President, and the first President to be born in the 20th century. Below is part of his inaugural speech.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge – and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do; for we dare not meet a powerful challenge at odds and split asunder.

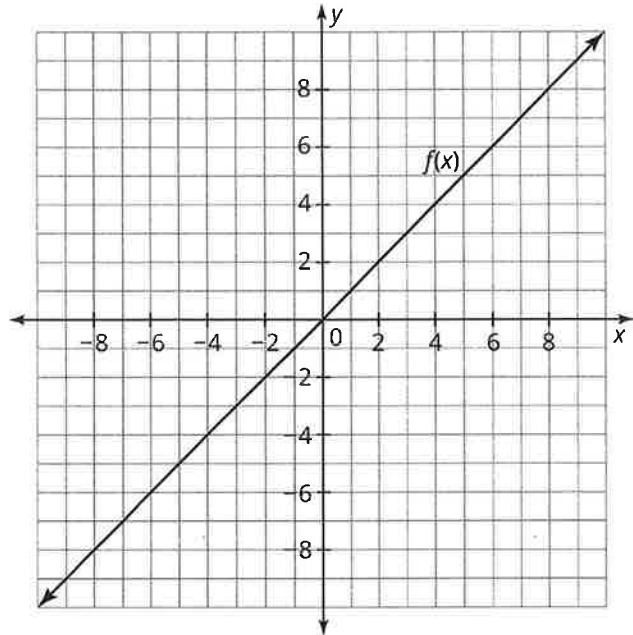
To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom; and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

One of the most famous lines from the President's speech is: "the torch has been passed to a new generation of Americans..." Explain in your own words what he means. What is the torch? Why is does it apply to President Kennedy?

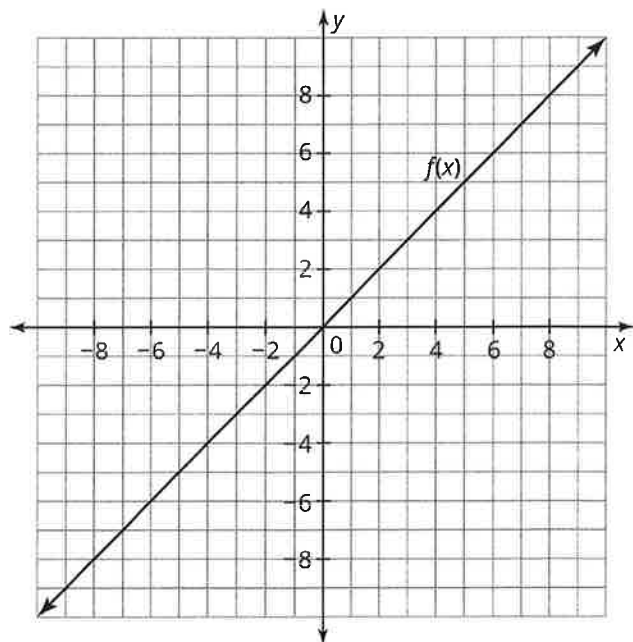
President Kennedy reminds his audience that "those who foolishly sought power by riding the back of the tiger ended up inside." What does the tiger represent? How does it relate to supporting freedom?

D. The equation and graph of the basic linear function $f(x) = x$ are given. The equation of a transformed function $g(x)$ is also given. Describe the transformation(s) performed on $f(x)$ to produce $g(x)$ and graph $g(x)$.

1. $f(x) = x$
 $g(x) = f(x) - 8$

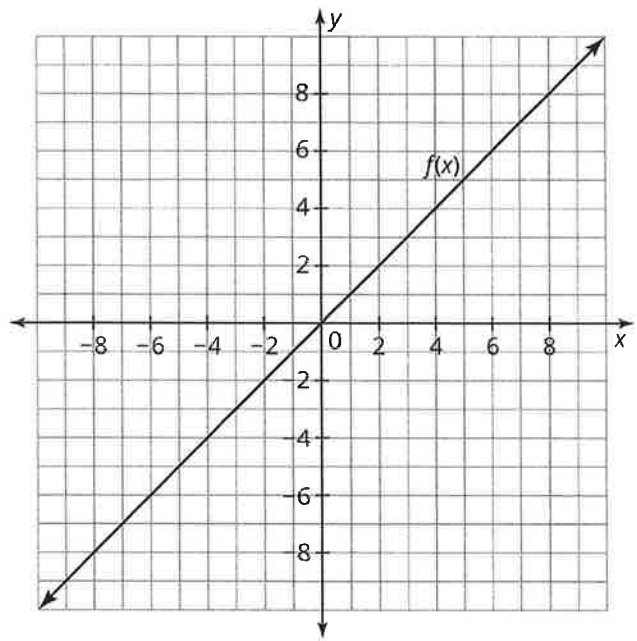


2. $f(x) = x$
 $g(x) = 2f(x)$

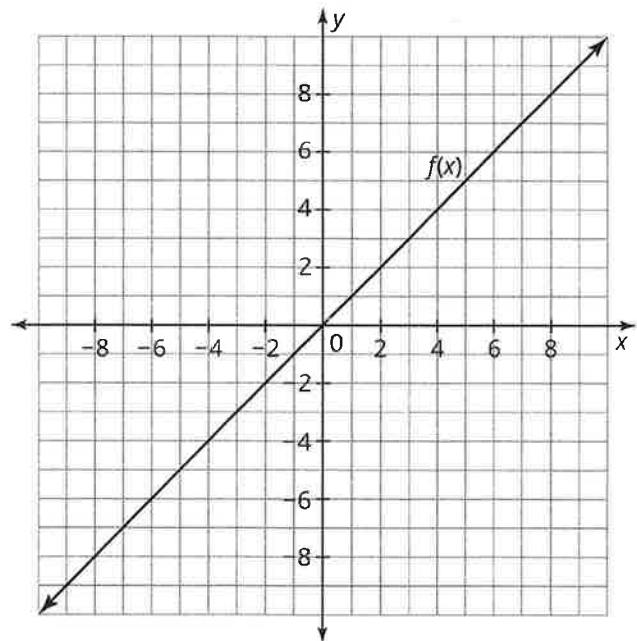


Name _____ Date _____

3. $f(x) = x$
 $g(x) = f(x) + 5$

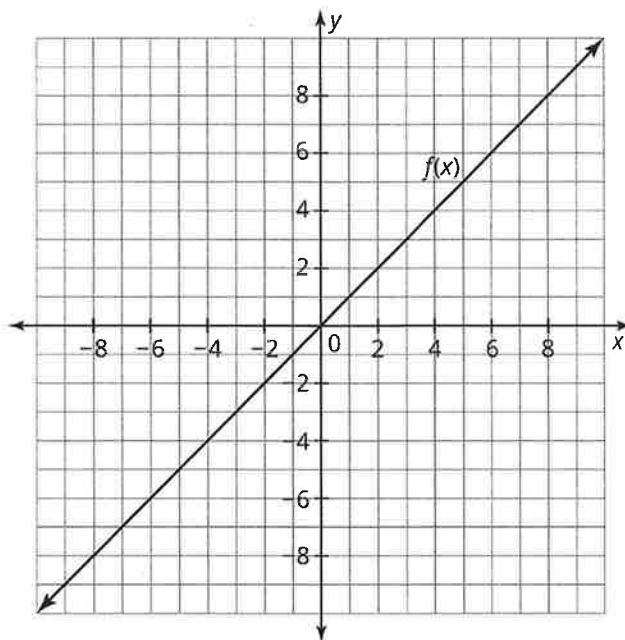


4. $f(x) = x$
 $g(x) = \frac{2}{3}f(x)$

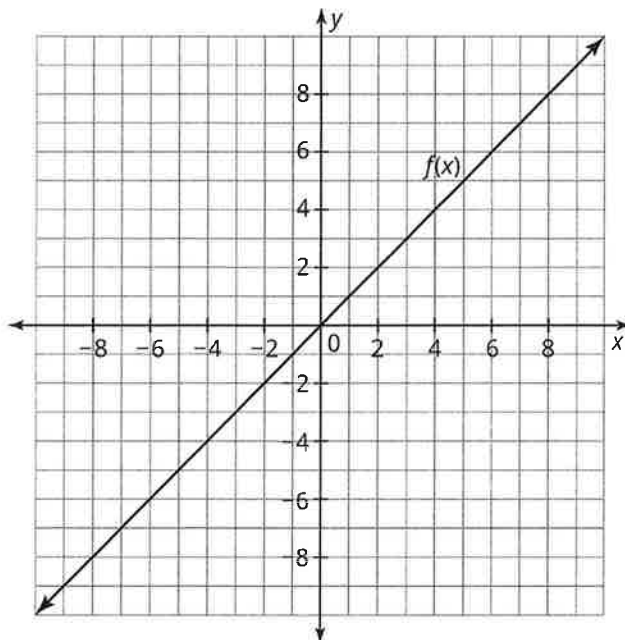


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5. $f(x) = x$
 $g(x) = f(x) - 4$



6. $f(x) = x$
 $g(x) = 4f(x)$



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Name _____

Clichés

Coining Clichés



DIRECTIONS: A cliché is a phrase that has been used so much that it no longer has any power. Clichés are both stale and predictable. Freshen up the clichés below by adding new endings to them. Your cliché doesn't have to mean the same thing as the original. Follow the example. Be creative!

EXAMPLE OF A CLICHE: Where there's smoke, there's fire.

Where there's smoke my mother is cooking.

No news is _____

If at first you don't succeed _____

The pen is mightier than _____

Every cloud has _____

I love you more than _____

When life gives you lemons _____

Opposites _____

Don't cry over _____

Laughter is _____

Someone woke up _____

Nerves of _____

Setting the Scene: Great Expectations

Charles Dickens finished Great Expectations in 1861. The book tells the story of Pip as he grows from a child to a man. In this passage from Chapter VIII, Pip meets Miss Havisham, a wealthy woman who was abandoned by her fiancé at the altar.

This was very uncomfortable, and I was half afraid. However, the only thing to be done being to knock at the door, I knocked, and was told from within to enter. I entered, therefore, and found myself in a pretty large room, well lighted with wax candles. No glimpse of daylight was to be seen in it. It was a dressing-room, as I supposed from the furniture, though much of it was of forms and uses then quite unknown to me. But prominent in it was a draped table with a gilded looking-glass, and that I made out at first sight to be a fine lady's dressing-table.

Whether I should have made out this object so soon if there had been no fine lady sitting at it, I cannot say. In an arm-chair, with an elbow resting on the table and her head leaning on that hand, sat the strangest lady I have ever seen, or shall ever see.

She was dressed in rich materials,—satins, and lace, and silks,—all of white. Her shoes were white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about. She had not quite finished dressing, for she had but one shoe on,—the other was on the table near her hand,—her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a Prayer-Book all confusedly heaped about the looking-glass.



Pip sees Miss Havisham and her room as strange. List three examples from the text that support this idea and explain how they add to the oddness of the scene.

Name _____ Date _____

VI. Writing Equations of Parallel and Perpendicular Lines

A. Determine an equation for each parallel line described.

1. What is the equation of a line parallel to $y = \frac{4}{5}x + 2$ that passes through $(1, 2)$?
2. What is the equation of a line parallel to $y = -5x + 3$ that passes through $(3, 1)$?
3. What is the equation of a line parallel to $y = 7x - 8$ that passes through $(5, -2)$?
4. What is the equation of a line parallel to $y = -\frac{1}{2}x + 6$ that passes through $(-4, 1)$?
5. What is the equation of a line parallel to $y = \frac{1}{3}x - 4$ that passes through $(9, 8)$?
6. What is the equation of a line parallel to $y = -4x - 7$ that passes through $(2, -9)$?

B. Determine an equation for each perpendicular line described.

1. What is the equation of a line perpendicular to $y = 2x - 6$ that passes through $(5, 4)$?
2. What is the equation of a line perpendicular to $y = -3x + 4$ that passes through $(-1, 6)$?
3. What is the equation of a line perpendicular to $y = -\frac{2}{5}x - 1$ that passes through $(2, -8)$?

4. What is the equation of a line perpendicular to $y = \frac{3}{4}x + 12$ that passes through $(12, 3)$?

5. What is the equation of a line perpendicular to $y = 6x - 5$ that passes through $(6, -3)$?

6. What is the equation of a line perpendicular to $y = \frac{5}{2}x - 1$ that passes through $(-1, -4)$?

Name _____

Interpreting Figurative Language



Haley's Decision

DIRECTIONS: Read the passage. Identify and explain the figurative language.

Haley's decision haunted her. Its potential ramifications were around every corner; its effects were in every face she encountered.

"What's the matter?" her husband Tom finally asked her one night at dinner. "You've been walking around her for days like a zombie."

"Just work," she said, dismissively. And yet, even from Tom's eyes the demon gazed steadily back at her.

1. What kind of figurative language is the underlined phrase? _____
2. What kind of figurative language is being used in the passage as a whole, and how? _____

3. Based on the figurative language you identified in the previous question, what do you think about Haley's decision?

Abigail Adams: Persuading Her Husband

Abigail Adams (1744-1818) was the wife of Founding Father John Adams. While he attended the Continental Congress in Philadelphia in 1776, Abigail wrote to her husband often. Below is part of her letter from March 31, 1776.

I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

That your sex are naturally tyrannical is a truth so thoroughly established as to admit of no dispute; but such of you as wish to be happy willingly give up the harsh title of master for the more tender and endearing one of friend. Why, then, not put it out of the power of the vicious and the lawless to use us with cruelty and indignity with impunity? Men of sense in all ages abhor those customs which treat us only as the vassals of your sex; regard us then as beings placed by Providence under your protection, and in imitation of the Supreme Being make use of that power only for our happiness.



What is Abigail trying to convince her husband to do? Give two examples of how she attempts to persuade him.

VI. Writing Equations of Parallel and Perpendicular Lines

C. Determine the equation of a vertical line that passes through each given point.

1. $(-2, 1)$

2. $(3, 15)$

3. $(9, -7)$

4. $(-11, -8)$

5. $(-5, -10)$

6. $(0, -4)$

D. Determine the equation of a horizontal line that passes through each given point.

1. $(4, 7)$

2. $(-6, 5)$

3. $(-8, -3)$

4. $(2, -9)$

5. $(-7, 8)$

6. $(6, -2)$

Loveliest of Trees

by A.E. Houseman

Loveliest of trees, the cherry now
Is hung with bloom along the bough,
And stands about the woodland ride
Wearing white for Eastertide.

Now, of my threescore years and ten, 5
Twenty will not come again,
And take from seventy springs a score,
It only leaves me fifty more.

And since to look at things in bloom 10
Fifty springs are little room,
About the woodlands I will go
To see the cherry hung with snow.

Name: _____ Date: _____

1. What does the speaker call the "loveliest of trees"?

- A. the white tree
- B. the maple tree
- C. the cherry tree
- D. the oak tree

2. What does the poet describe in the first verse of the poem?

- A. the wood's decorations for Easter
- B. a tree in the woods hung with bloom
- C. a bright red tree in the woods
- D. the path he or she takes through the woods

3. Read these lines from the poem:

Loveliest of trees, the cherry now

Is hung with bloom along the bough,

And stands about the woodland ride

Wearing white for Eastertide.

Based on this evidence, which season does this verse reflect?

- A. summer
- B. winter
- C. fall
- D. spring

4. The speaker of the poem is twenty years old and expects to live till he or she is seventy.

What lines from the poem best support this conclusion?

- A. And stands about the woodland ride / Wearing white for Eastertide.
- B. And since to look at things in bloom / Fifty springs are little room,
- C. Now, of my threescore years and ten, / Twenty will not come again,
- D. Fifty springs are little room, / About the woodlands I will go

5. What is a main theme of this poem?

- A. Nature is most lovely in the springtime, when everything is in bloom.
- B. Life is relatively short, so you should enjoy the world's beauty while you are able.
- C. It is important to view cherry trees as often as possible because of their short lifespans.
- D. There is plenty of time in life to do both the things you must do and the things you want to do.

6. Read the final verse from the poem:

And since to look at things in bloom

Fifty springs are little room,

About the woodlands I will go

To see the cherry hung with snow.

What does the poet mean by the phrase "little room" in this verse?

- A. a small space
- B. too much time
- C. a short season
- D. not much time

7. Read these lines from the poem:

Now, of my threescore years and ten,

Twenty will not come again,

And take from seventy springs a score,

It only leaves me fifty more.

What does the phrase "fifty more" in the last line of this verse refer to?

- A. winters
- B. scores
- C. trees
- D. springs

8. During which part of the year does the speaker view the cherry tree?

9. Why does the speaker decide to go to the woodlands and see the cherry tree "hung with snow?" Use evidence from the text to support your answer.

10. Based on the poem, how might the speaker be described? Be sure to address the kinds of things the speaker appreciates, enjoys, or values. Use evidence from the text to support your answer.

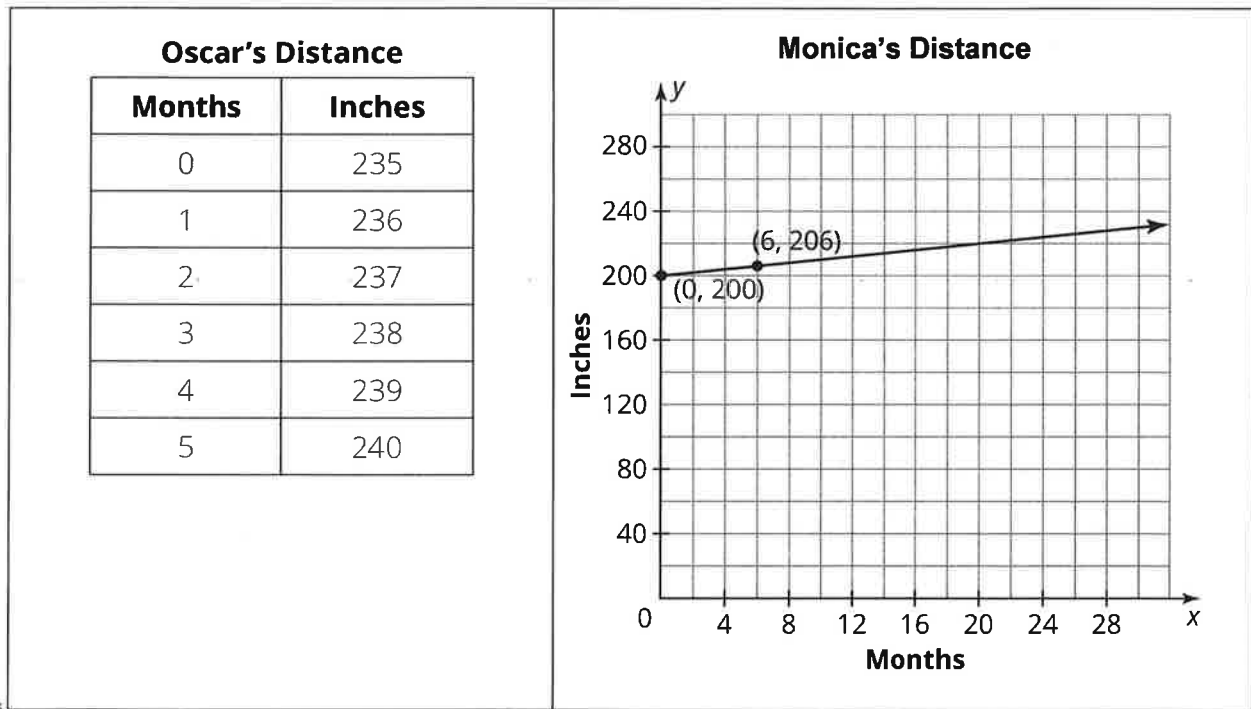
Name _____ Date _____

VII. Comparing Linear Functions in Different Forms

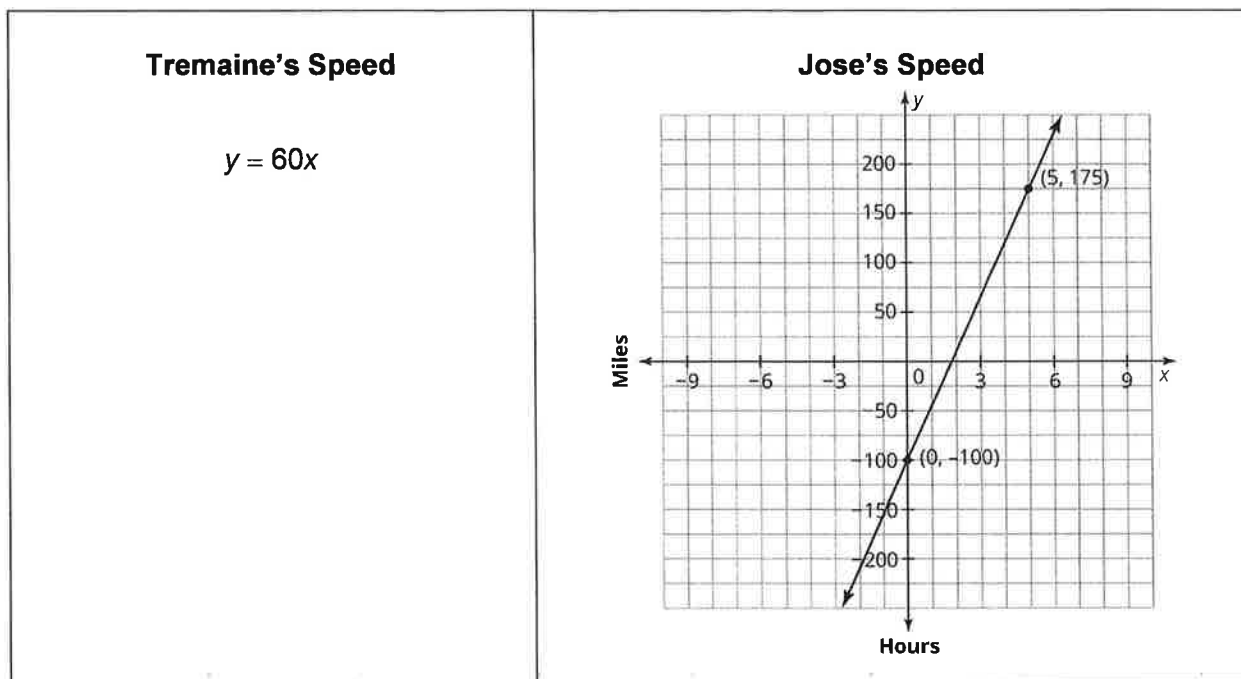
A. For the following scenarios, complete the following:

- a. Determine and then compare the rates of change for each function in terms of the quantities compared.
- b. Determine and then compare the y-intercepts of each function in terms of the quantities compared.

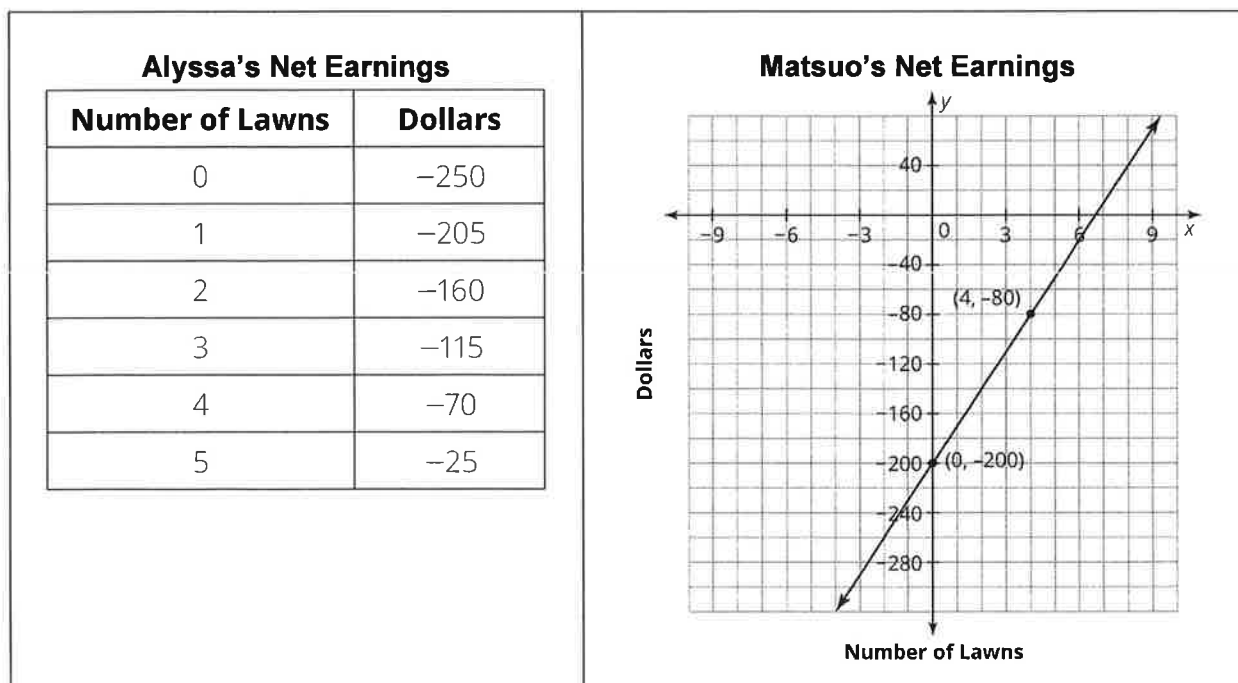
1. On the track team, two long jumpers, Oscar and Monica, are steadily improving their maximum distances during the course of the season. Their distances jumped as a function of months are shown below.



2. Tremaine and Jose leave Los Angeles at different times and drive up Interstate 5 towards San Francisco. These functions show their distance from L.A. over the course of time.

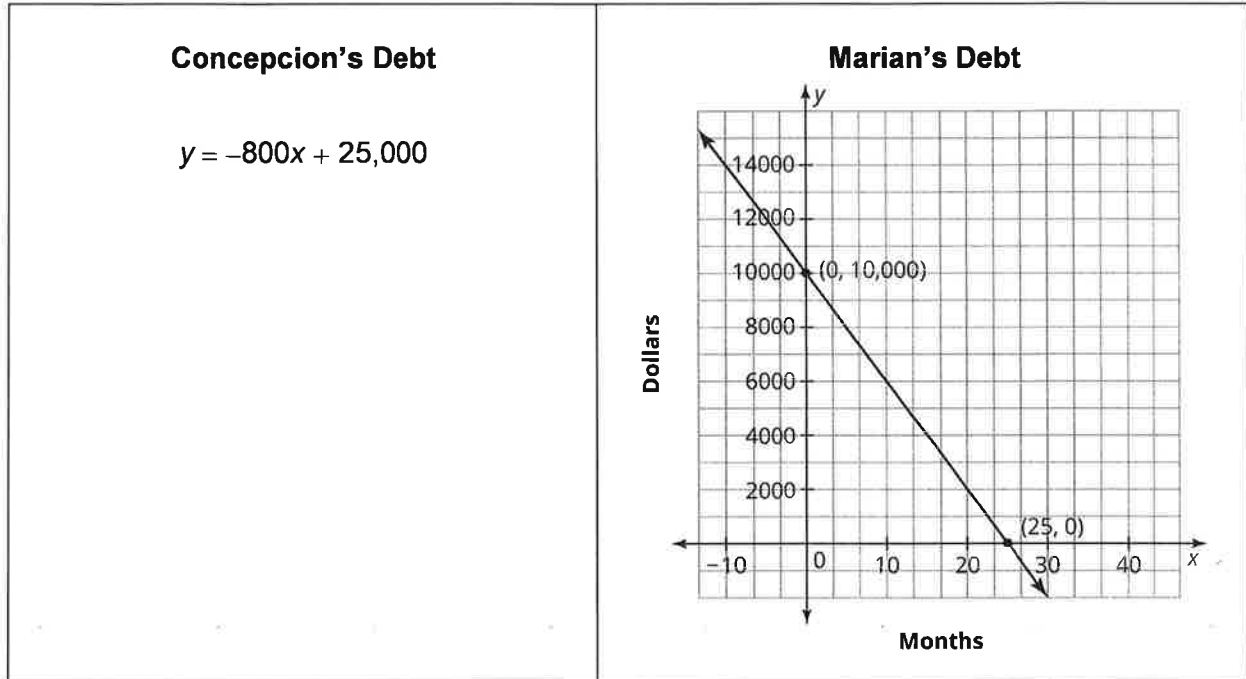


3. These functions show the net earnings as a function of the number of lawns mowed for Alyssa and Matsuo's lawn-mowing businesses, including the start-up cost of buying a lawn mower.

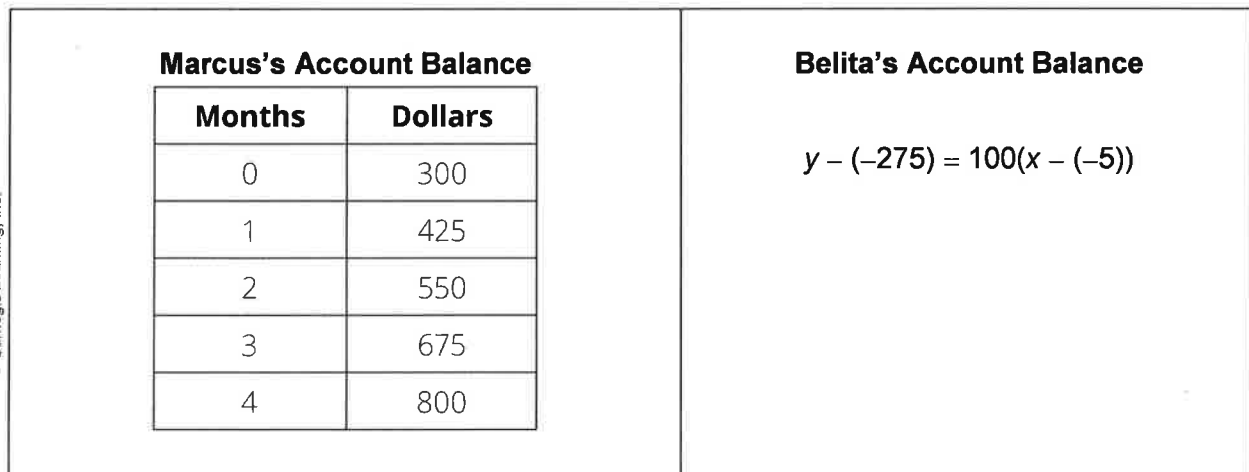


Name _____ Date _____

4. A generous grandmother loaned money for college to two of her grandchildren, Concepcion and Marian, letting them pay it back without interest. These functions show the amount Concepcion and Marian owe to their grandmother over the course of time.



5. Marcus and Belita are both saving money. These functions show the amount in their savings accounts over the course of time.



6. Orpheus and Louis leave Harrisburg at different times and drive towards Philadelphia. These functions show their distances from Harrisburg over the course of time.

Orpheus's Speed		Louis's Speed
Hours	Miles	$y = 65x + 150$
0	0	
1	50	
2	100	
3	150	
4	200	
5	250	

7. Two popular arcades with long lines, The Pavilion and Heliophobia, are letting a limited number of people at a time into the arcade. The functions show the number of people admitted into the arcades over the course of time.

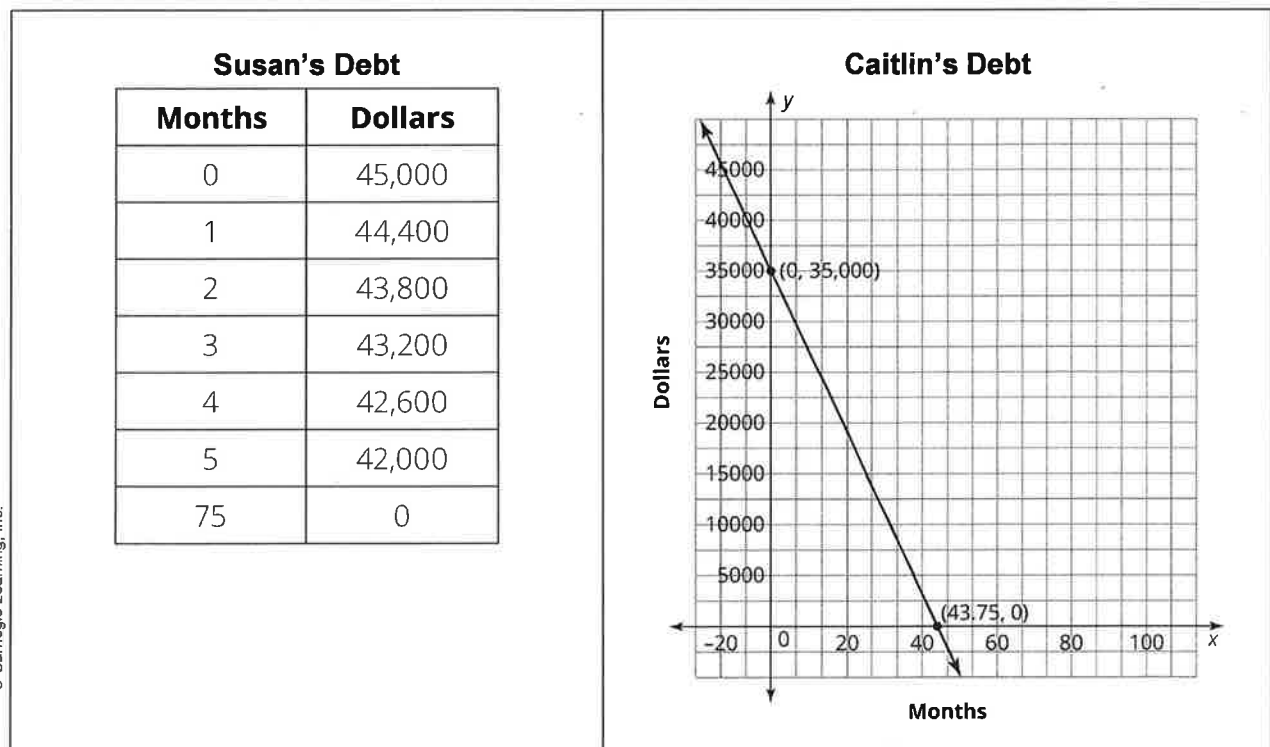
The Pavilion's Line	Heliophobia's Line												
$y = 10x + 50$	<table border="1"> <thead> <tr> <th>Hours</th> <th>People Admitted</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>70</td> </tr> <tr> <td>1</td> <td>85</td> </tr> <tr> <td>2</td> <td>100</td> </tr> <tr> <td>3</td> <td>115</td> </tr> <tr> <td>4</td> <td>130</td> </tr> </tbody> </table>	Hours	People Admitted	0	70	1	85	2	100	3	115	4	130
Hours	People Admitted												
0	70												
1	85												
2	100												
3	115												
4	130												

Name _____ Date _____

8. The functions show the amount of money in Henry and Walter's savings accounts over the course of time.

Henry's Account Balance		Walter's Account Balance
Months	Dollars	$y = 75x + 175$
0	600	
1	675	
2	750	
3	825	

9. Susan and Caitlin both owe money to their parents. The functions show the amount of money they owe over the course of time.

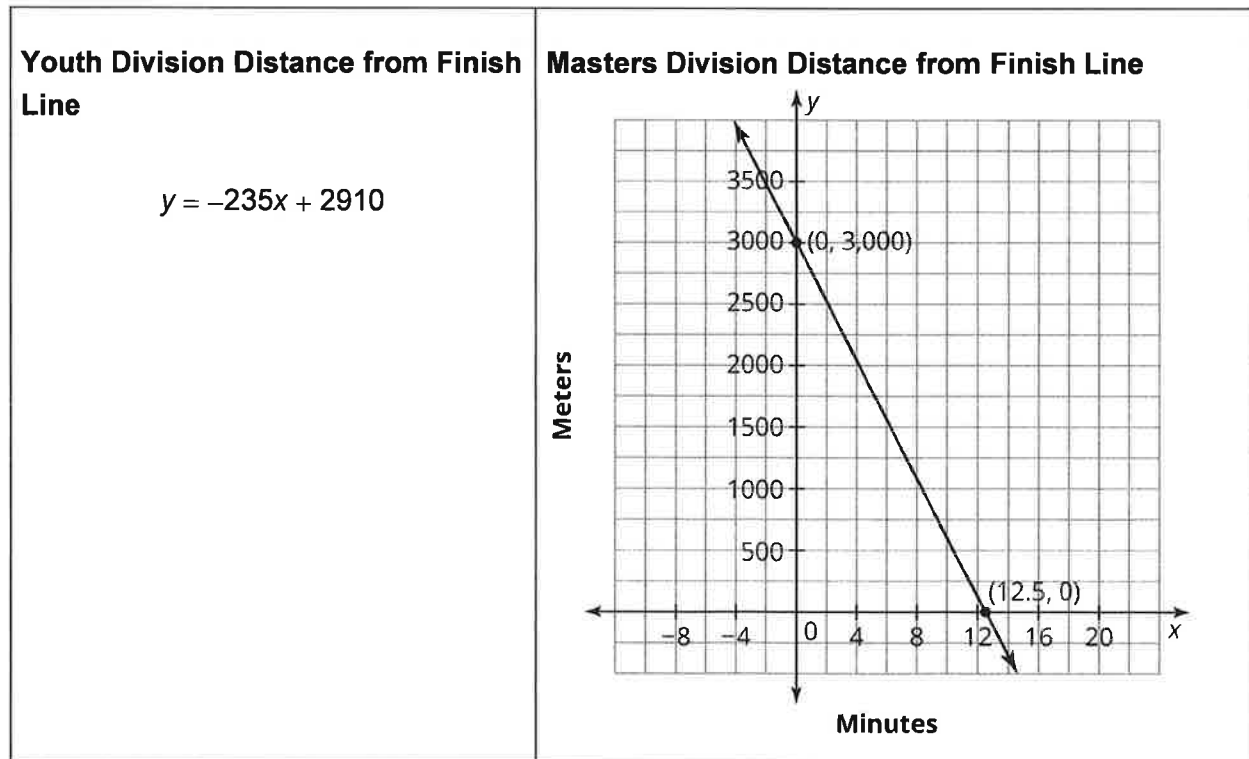


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10. At a popular new bakery, red velvet cupcakes and almond croissants are flying off the shelves. The functions show the number of cupcakes sold over the course of time.

Red Velvet Cupcakes Sold	Almond Croissants Sold										
$y = 20x + 125$	<table border="1"> <thead> <tr> <th style="text-align: center;">Hours</th> <th style="text-align: center;">Almond Croissants</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">125</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">155</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">185</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">305</td> </tr> </tbody> </table>	Hours	Almond Croissants	0	125	1	155	2	185	6	305
Hours	Almond Croissants										
0	125										
1	155										
2	185										
6	305										

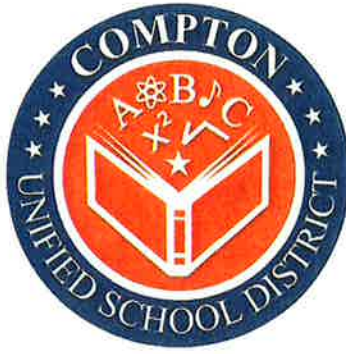
11. The Youth and Masters Divisions are running in a steeplechase race at the same time but with staggered starting positions. The functions show the distance from the starting line over the course of time.



Name _____ Date _____

12. Lines are growing outside two stores, Dave's Games and Hum Electronics, for the big Black Friday sale. The functions show the number of people in line over the course of time.

Line at Dave's Games		Line at Hum Electronics
		$y = 13x + 80$
Minutes	Number of Shoppers	
0	65	
1	73	
2	81	
3	89	



COMPTON UNIFIED SCHOOL DISTRICT

DIGITAL RESOURCE GUIDE

2019-2020




LEARNING ACTIVITIES

	TK	K-8	9-12
Learning Packet	●	●	●
Library Books	●	●	●
i-Ready ELA		●	
i-Ready Math		●	
Dreambox		●	
Imagine Learning		●	
Edgenuity			●
Carnegie Math			●
Khan Academy		●	●
Google Classroom		●	●



ClassLink is the login system used by Compton Unified School District. It allows students to access multiple programs by just logging in once. Logging into ClassLink is easy. Just follow the steps below.

To log on from home:

1. Go to www.compton.k12.ca.us
2. Select STUDENTS (bottom of page)
3. Select ClassLink 
4. Enter student's district login credentials (provided by school)
5. Select program (to add programs click on the + on the top left hand side)



CUSD Application Login
Compton Unified School District Single Sign-On

Program availability vary from grade level and school site.





**GRADES
K-8
ELA
MATH**

PROGRAM INFORMATION

Description

i-Ready is a web-based program in Reading and Math (K-8) that identifies your student's challenges and proficiencies. I-Ready immediately addresses both with online and teacher-led instruction for all students- below grade level, on grade level, and above grade level.

- Adaptive diagnostic- Screens all students and pinpoints needs down to the sub-skill level.
- Instruction- Each student receives a prescriptive path of learning based on the results of their diagnostic. It is an automated online differentiated instruction, guided practice and ongoing assessment which is engaging and motivating for students.

Student Login

Students can log in to iReady on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUSD Registration Login
Compton Unified School District Single Sign On





**GRADES
K-8
MATH**

PROGRAM INFORMATION

Description

DreamBox Learning Math is an online adaptive learning K-8 math program. At its foundation, the program is built upon three elements:

- **Motivating Learning Environment** - The gaming nature of DreamBox keeps kids in control and engaged.
- **Intelligent Adaptive Learning Engine** - provides millions of personalized learning paths—each one—tailored to a student's unique needs.
- **Rigorous Elementary Mathematics** - DreamBox is built to be aligned with all the state standards.

Student Login

Students can log in to Dreambox on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



ClassLink
Computer Unified School District Single Sign-On





**GRADES
K-5
ELD**

PROGRAM INFORMATION

Description

Imagine Learning is a web-based program with a strategic, research-based curriculum that meets students at their own level. With Imagine Language & Literacy, every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Over 4,100 engaging activities teach critical language and literacy concepts such as basic vocabulary, academic language, grammar, listening comprehension, phonological awareness, phonics, and fluency. Educators trust the program because it is differentiated, standards-aligned, rigorous, and effective.

Student Login

Students can log in to Imagine Learning on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



ClassLink Application Logo
Compton Unified School District Single Sign-On





**GRADES
K-5
ELA/ELD**

PROGRAM INFORMATION

Description

Wonders is a comprehensive K-5 ELA/ELD program built on the new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders makes every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. It is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures.

Student Login

Students can log in to Wonders on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



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Compton Unified School District Single Sign-On





**GRADES
K-8
ELA**

PROGRAM INFORMATION

Description

MyWriting Coach is a subscription service that includes online writing instructional tasks with embedded guided practice. “The Coach” will provide customized feedback in the areas of inference, main idea, theme, revision, research, and full writes—The Super Six! Additionally, it offers ELAPC writing support. All tasks are designed to provide extra support for students needing additional or different opportunities while mastering the state standards.

Student Login

Students can log in to MyWriting Coach on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUSD Application Logos
Compton Unified School District Single Sign-On





**GRADES
6-8
ELA/ELD**

PROGRAM INFORMATION

Description

Collections/My HRW (6th-8th grade) is proven effective at creating thoughtful, passionate readers in the classroom. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content. Students have the tools they need to think critically, expand their curiosity, and tackle challenging concepts—which helps them learn to close read selections and prepare for high-stakes assessments.

Student Login

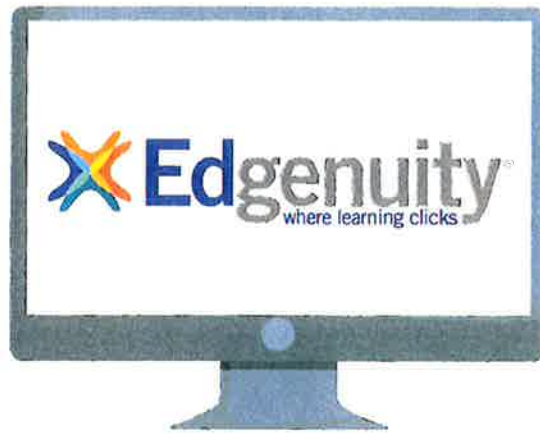
Students can log in to My HRW on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



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Cupertino Unified School District Single Sign-On





**GRADES
9-12**

PROGRAM INFORMATION

Description

Edgenuity's credit recovery courses are designed to help students who have fallen behind and focus on the skills they need to improve so they can graduate on time. Students begin by taking a pretest to determine where they need to focus, and the flexibility of these courses allows them to work at their own pace and on their own time to recover credits so they can catch up to their peers.

Student Login

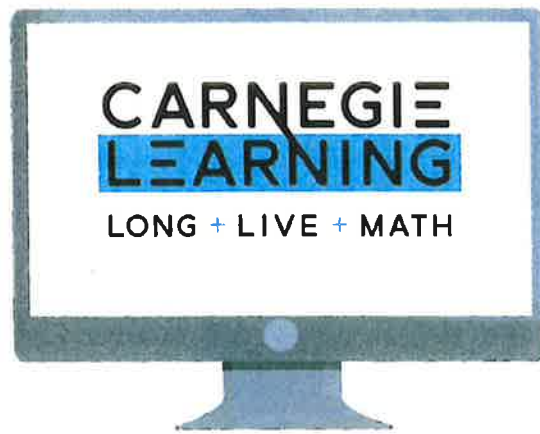
Students can log in to Edgenuity on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUSD Application Login
Carmel Unified School District Single Sign-On





**GRADES
9-12
MATH**

PROGRAM INFORMATION

Description

Carnegie Math provides a targeted practice of skills and mathematical concepts to students in an online platform. The platform guides students as they learn and practice key, mathematical concepts and skills. Students understand where they are and where they're headed in math lessons. The program provides students with 'coaching' as they learn, practice, and do math lessons online.

Student Login

Students can log in to Carnegie Math on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



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Cameron Unified School District Single Sign-On





**GRADES
6-12**

PROGRAM INFORMATION

Description

Created by experts, Khan Academy's library of trusted, standards-aligned practice and lessons covers math through early college, grammar, science, history, AP®, SAT®, and more. It's all free for learners and teachers. Students practice at their own pace, first filling in gaps in their understanding and then accelerating their learning. With Khan Academy, teachers can identify gaps in their students' understanding, tailor instruction, and meet the needs of every student.

Student Login

Students can log in to Khan Academy on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



ClassLink Application Login
Compton Unified School District Single Sign-On





**GRADES
K-12**

PROGRAM INFORMATION

Description

Google Classroom is Compton Unified School District's Learning Management System. Teachers are able to assign projects, tasks and activities to students via Google Classrooms. Teachers can also communicate with students, give student feedback on assignments and track student grades. Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.

Student Login

Students can log in to Google Classroom on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



ClassLink Application Login
Compton Unified School District Single Sign-On





**GRADES
K-2**

PROGRAM INFORMATION

Description

Student driven digital portfolios and simple parent communication. Seesaw helps educators engage all learners, transform family engagement, and save time. Students use built-in annotation tools to capture what they know in Seesaw's digital portfolio. Teachers deeply understand student thinking and progress – enabling them to teach better. Families gain a window into their student's learning and engage with school happenings.

Student Login

Students can log in to Seesaw on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

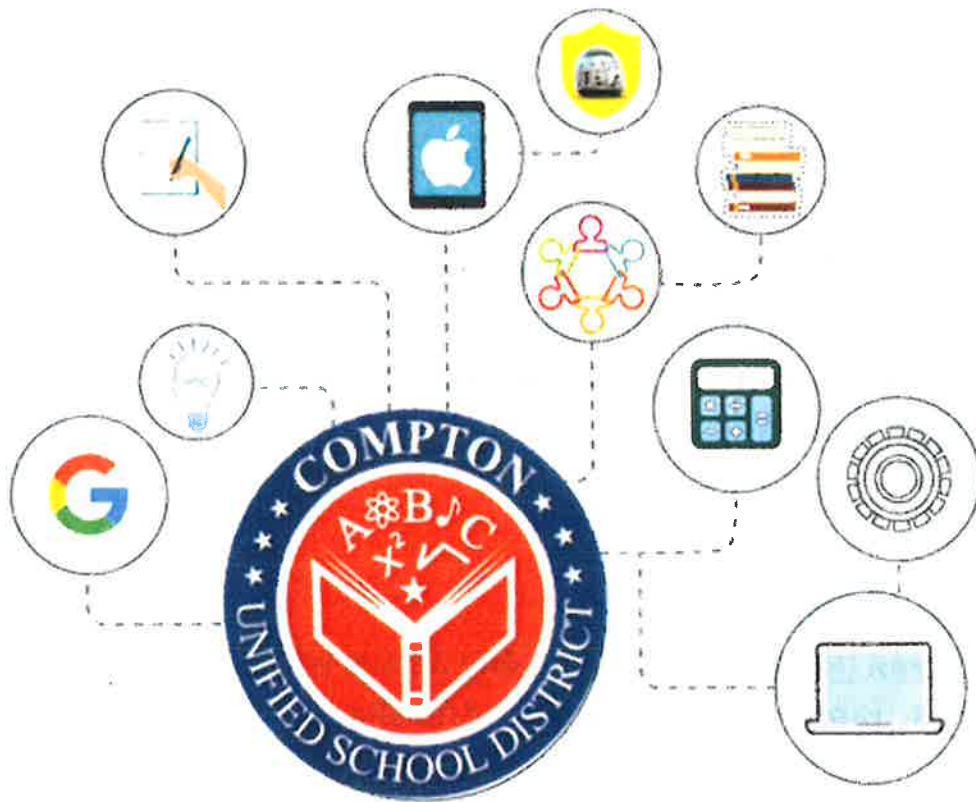


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COMPTON UNIFIED SCHOOL DISTRICT

Department of Educational Technology



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edtech@compton.k12.ca.us**