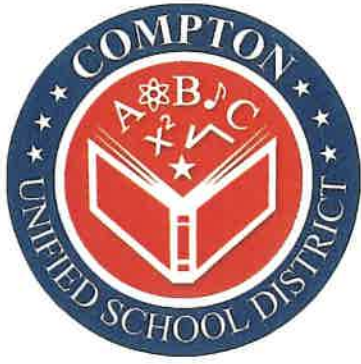




Compton USD Learning Packet

Twelfth 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 this 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.

12th Grade Learning Packet

TABLE OF CONTENTS

Day	Lesson	Date Completed
1	"A New Neighborhood Farmers Market"	
	Skills Practice - Inverse of Functions, Part A	
2	"Charles Dickens Visits America" & "Circle It! Punctuation"	
	Skills Practice - Inverse of Functions, Part B	
3	"19th Amendment" & Writing Thesis Sentences	
	Skills Practice - Radical Functions, Part A	
4	"Using Cellphones..." & "Looking at Both Sides..."	
	Skills Practice - Radical Functions, Part B	
5	"Two Sets to Build..." & "Arguing Both Sides 3"	
	Skills Practice - Radical Functions, Part C	
6	"Song VII" & "Theme Worksheet 4"	
	Skills Practice - Transformations of Radical Functions, Part A & B	
7	"Foot Binding" & "Irony in Poetry"	
	Skills Practice - Transformations of Radical Functions, Part C, D & E	
8	"Variation of Traits" & "Visual Irony"	
	Skills Practice - Rewriting Radical Expressions	
9	"Water on Earth" & "Situational Irony vs. Dramatic Irony"	
	Skills Practice - Solving Radical Equations, Parts A & B	
10	"Warm Up to Irony" & "A Tale of Two Cities"	
	Skills Practice - Solving Radical Equations, Part C	

A New Neighborhood Farmers Market

by ReadWorks



Across the street from a sandwich shop and a fried chicken joint, a greenmarket sprouts up every Wednesday in the Mott Haven section of the Bronx in New York City. The market is a welcome sight in an area that does not have many options for people to buy fresh fruit and vegetables.

"The lettuce is not as fresh at the grocery store; that's why I come here," said Jennifer Gillette as she paid for four heads of lettuce. Gillette is a vegetarian who lives in the neighborhood.

Mott Haven, a neighborhood in the South Bronx, is located in one of the poorest areas in the country. In other New York City neighborhoods greenmarkets are more common, but in the South Bronx there are not many places to buy healthy, organic food.

The summer of 2012 was the first time that the Youthmarket set up shop in this section of the Bronx, on 3rd Ave. between E. 148th and E. 149th Streets. The Youthmarket is part of a larger organization called GrowNYC, which helps make neighborhoods better by setting up farmers markets, community gardens, and recycling in the city.

Since opening in July 2012, the market has attracted a lot of attention from local residents who live in the area. Many people are excited that there is now a fresh produce market nearby.

When the wind shifts, the smell of cilantro floats across the sidewalk, calling attention to the bright red radishes, purple potatoes, and juicy plums. At the market you can also buy red and green peppers, mushrooms, squash, and apples. The food comes from nearby farms just outside the city limits.

There is one whole table just for corn, which people buy in bulk, sometimes 10 or 15 ears at a time. Corn is the most popular item. The market sells 400 to 500 pounds of produce each Wednesday.

Ryan Morningstar, who helps run the Youthmarket, said that about 12 to 18 percent of the money they make comes from government assistance like food stamps. Food stamps help people buy food if they can't afford it themselves. On its opening day, the market made \$216.50 from food stamps alone, a record high for GrowNYC Youthmarkets across the city. The Mott Haven market makes a total of around \$700 a week.

"When you bring in fresh food, people want it," said Morningstar.

The market also accepts other government food assistance, such as the Farmers' Market Nutrition Program, which allows low-income residents to get "fresh, unprepared, locally grown fruits and vegetables," explains the United States Department of Agriculture's Food and Nutrition Services website.

Greysie Johnson's four-year-old daughter loves apples and bananas, but until recently Johnson wasn't using her government checks because she didn't know what they were for. She said that she started getting the checks in the mail, but since she didn't know what they were she didn't use them.

Then she found out that the checks were like free coupons for her to buy fresh fruit and vegetables. She learned that once her daughter turns five years old, she will stop getting the checks. Johnson didn't want the money to go to waste, so she started using the checks to buy fresh vegetables and fruit for her daughter.

"It's an easier way to give her what she wants," said Johnson. When the checks stop coming, though, she said she will go back to shopping at grocery stores, where the vegetables and fruit are not as fresh and healthy.

Delphia Omborura, a hair stylist who works in the area, loves to shop at the farmers market in Mott Haven. On a Wednesday afternoon last September she bought four bushels of large red beets to juice in a blender at home. She said that beets are more expensive in a regular grocery store. Omborura had a water bottle filled with homemade beet juice in her purse.

Mamie Jackson also likes going to the farmers market. She said that she likes the fresh look of the produce at the market, which looks different from what the grocery stores sell.

"I'd rather wash the dirt off a cucumber," she said. "The ones at the grocery store are sprayed with a lot of stuff to make them look shiny."

Name: _____ Date: _____

1. What kinds of food can people buy at the farmers market in the Mott Haven neighborhood?

- A. fried chicken and sandwiches
- B. hot dogs and hamburgers
- C. chicken and fish
- D. fruits and vegetables

2. What does this passage describe?

- A. This passage describes a grocery store where people can buy cheap organic food.
- B. This passage describes a market where people can buy fresh, healthy food.
- C. This passage describes a poor neighborhood in the South Bronx where it is dangerous to shop.
- D. This passage describes a man who uses food stamps from the government to buy apples.

3. Government assistance encourages some people to shop at the farmers market in Mott Haven.

What evidence from the passage supports this statement?

- A. Jennifer Gillette shops at the farmers market because the lettuce there is fresher than the lettuce at her grocery store.
- B. Greysie Johnson uses checks from the government to buy fruit and vegetables at the farmers market.
- C. Delphia Omborura buys bushels of large red beets at the farmers market to juice in a blender at home.
- D. Mamie Jackson likes the fresh look of produce at the market and washes dirt off the cucumbers she buys there.

4. Based on information in the passage, what is a reason that some people shop at the farmers market in Mott Haven?

- A. The fruits and vegetables at the farmers market are fresher than the fruits and vegetables at grocery stores.
- B. There are not enough grocery stores in the Mott Haven neighborhood to supply the people there with all the food they need.
- C. People in Mott Haven are tired of food from sandwich shops and fried chicken joints, so they are going to the farmers market instead.
- D. The produce from grocery stores in the Mott Haven neighborhood is making people sick, so they are looking for new places to shop.

5. What is this passage mainly about?

- A. food stamps and other government food assistance
- B. a vegetarian named Jennifer Gillette who likes fresh lettuce
- C. a farmers market in a neighborhood of New York City
- D. the health risks of eating fruit and vegetables from grocery stores

6. Read the following sentence: "Mamie Jackson also likes going to the farmers market. She said that she likes the fresh look of the **produce** at the market, which looks different from what the grocery stores sell."

What does the word **produce** mean in the sentence above?

- A. food that has been grown by farming
- B. items that have been made in factories
- C. meat or fish that has been cooked by a chef
- D. products that are built and sold in large numbers

7. Choose the answer that best completes the sentence below.

The farmers market in Mott Haven sells several different kinds of vegetables, _____
lettuce, green pepper, and squash.

- A. instead
- B. consequently
- C. previously
- D. including

8. What is the Youthmarket?

9. Name at least two reasons given by people in the passage for shopping at the Mott Haven farmers market instead of at a grocery store.

10. Suppose that the Youthmarket set up a farmers market in another neighborhood where there was no farmers market before. Would people living in that neighborhood be likely to eat more fresh fruits and vegetables because of the farmers market? Explain why or why not, using evidence from the passage.

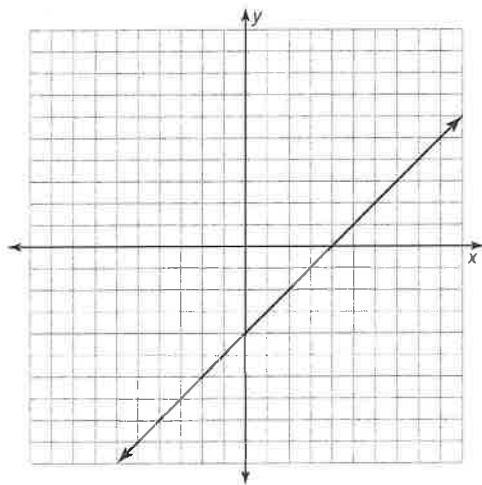
Skills Practice

Name _____ Date _____

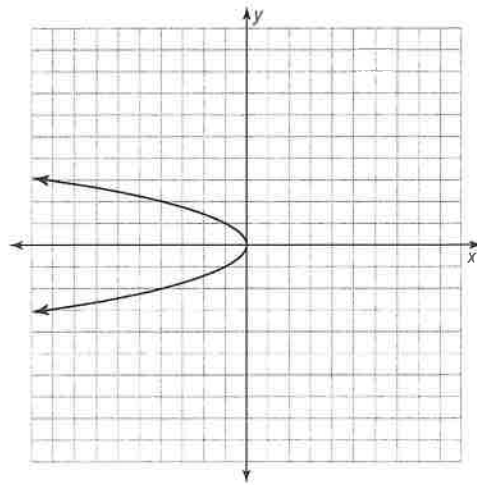
I. Inverse of Functions

A. Determine whether or not each relation is a function. Use the Vertical Line Test.

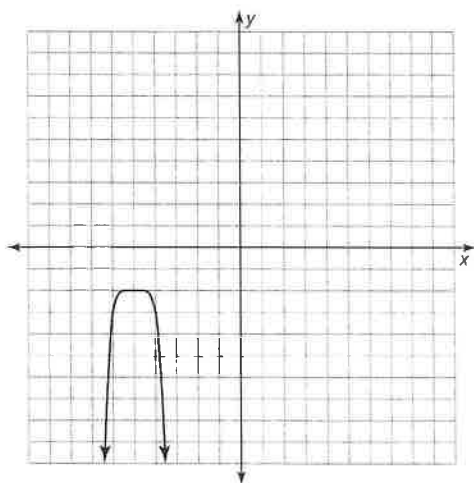
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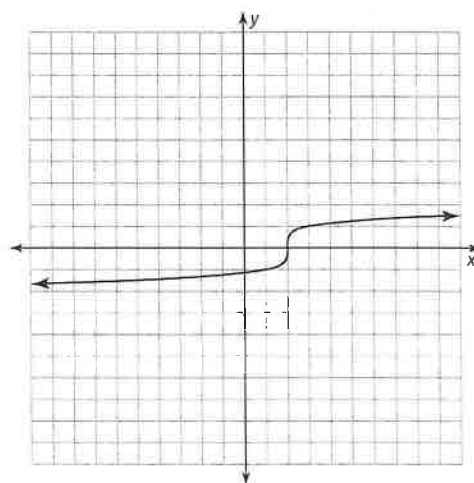
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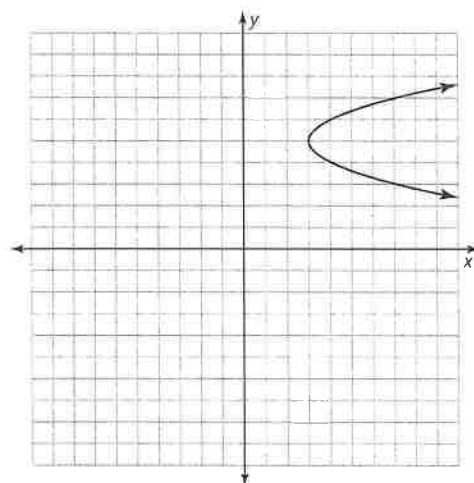
3.



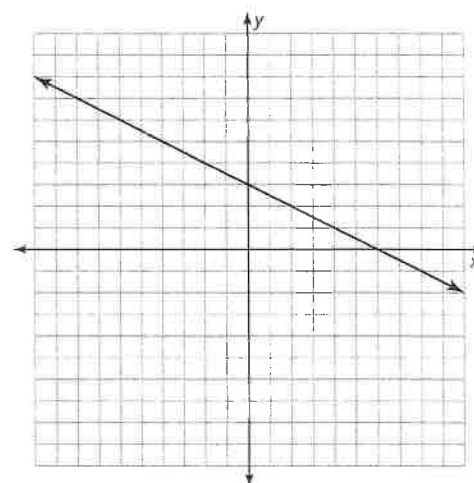
4.



5.



6.





Charles Dickens Visits America

In 1842 Charles Dickens was probably the most famous English language author in the world. He was received around the world as a major celebrity, often mobbed by fans. It was in that year that Dickens visited the United States. He wrote and published his thoughts about his visit in a book *American Notes for General Circulation*. Below is a passage about his visit to Washington, D.C.

Chapter VIII

Washington. The Legislature. And The President's House

The President's mansion is more like an English club-house, both within and without, than any other kind of establishment with which I can compare it. The ornamental ground about it has been laid out in garden walks; they are pretty, and agreeable to the eye; though they have that uncomfortable air of having been made yesterday, which is far from favourable to the display of such beauties.

My first visit to this house was on the morning after my arrival, when I was carried thither by an official gentleman, who was so kind as to charge himself with my presentation to the President.

We entered a large hall, and having twice or thrice rung a bell which nobody answered, walked without further ceremony through the rooms on the ground floor, as diverse other gentlemen (mostly with their hats on, and their hands in their pockets) were doing very leisurely. Some of these had ladies with them, to whom they were showing the premises; others were lounging on the chairs and sofas; others, in a perfect state of exhaustion from listlessness, were yawning drearily. The greater portion of this assemblage were rather asserting their supremacy than doing anything else, as they had no particular business there, that anybody knew of. A few were closely eyeing the movables, as if to make quite sure that the President (who was far from popular) had not made away with any of the furniture, or sold the fixtures for his private benefit.

After glancing at these loungers; who were scattered over a pretty drawing-room, opening upon a terrace which commanded a beautiful prospect of the river and the adjacent country; and who were sauntering, too, about a larger state-room called the Eastern Drawing-room; we went up-stairs into another chamber, where were certain visitors, waiting for audiences.



1. Dickens talks about the gardens having the “uncomfortable air of having been made yesterday.” Explain how the garden might be a metaphor for the United States.

2. Write a short paragraph comparing the White House that Dickens describes and the White House of today. What is something that happened then that would not happen now. Why?

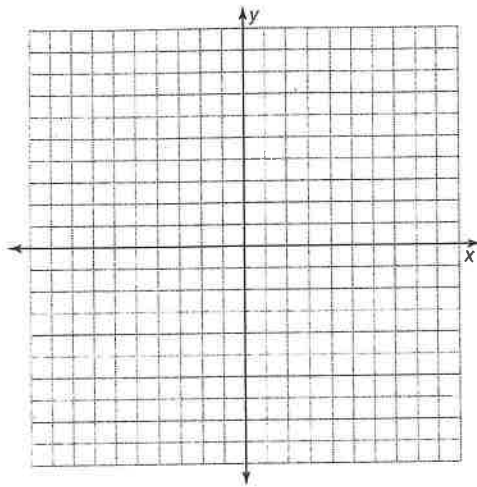
Name: _____

Circle It! Correct Punctuation

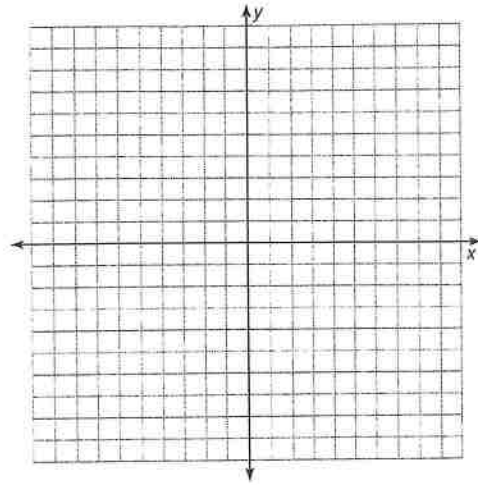
Circle the number of the sentences that have correct punctuation.

1. Julie was first and Paul was second.
2. Her mother asked, "Would you like to come with us"?"
3. In the early afternoon, Lilly returned from the store.
4. It was thoughtful of him to remember my birthday.
5. The flag is red white and blue.
6. John exclaimed, "The house next door is on fire!"
7. I can't go with you, because I am grounded.
8. It was too late to go for a walk; it was already dark outside.
9. The woman drove her car down the street, towards the school.
10. She knocked and knocked on the door, yet no one answered.

5. $y = -\frac{1}{4}x^5$



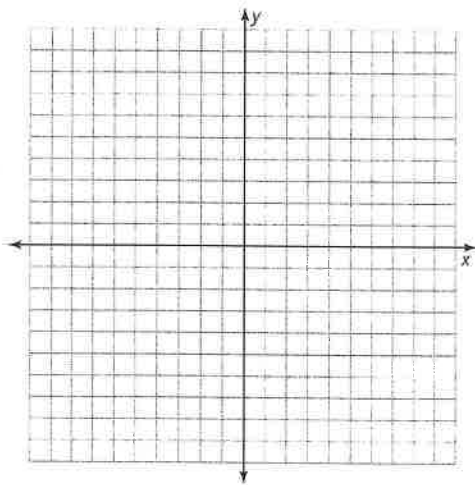
6. $y = \frac{1}{2}x^4$



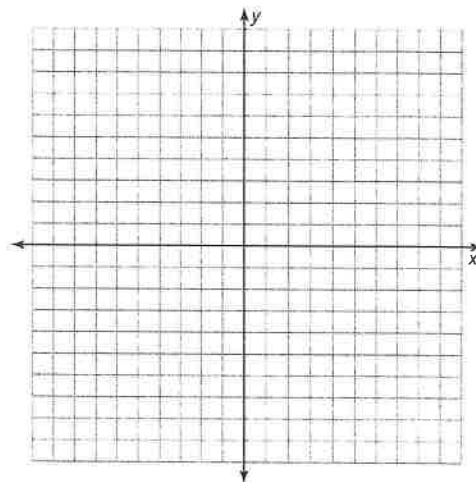
Name _____ Date _____

B. Sketch the graph of the inverse of each function.

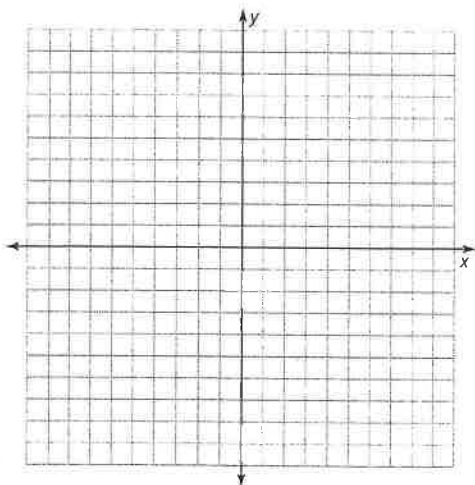
1. $y = -(x^3)$



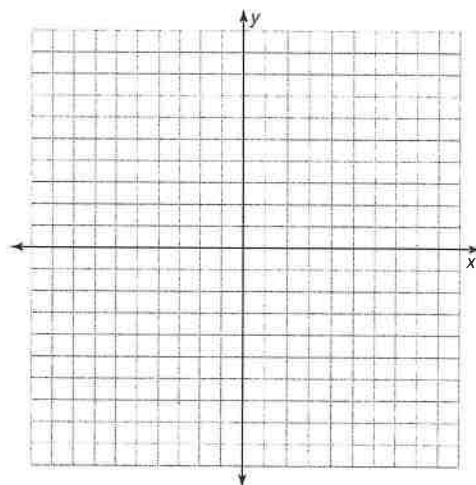
2. $y = -(x^2)$



3. $y = x^2 + 3$



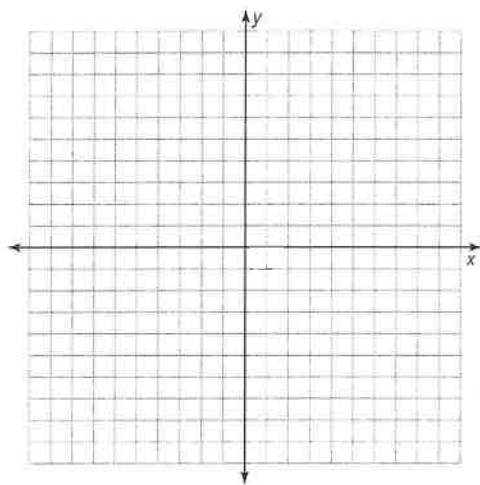
4. $y = x^3 - 2$



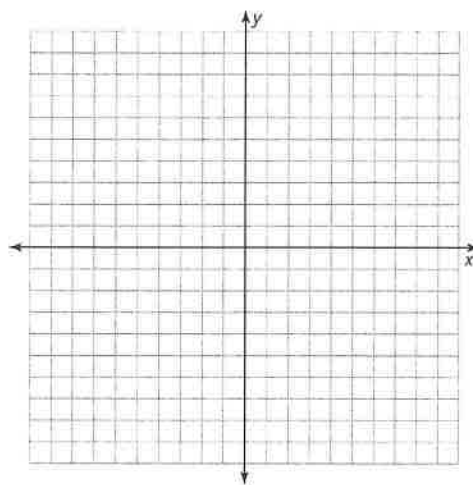
Name _____ Date _____

B. Sketch the graph of the inverse of each function.

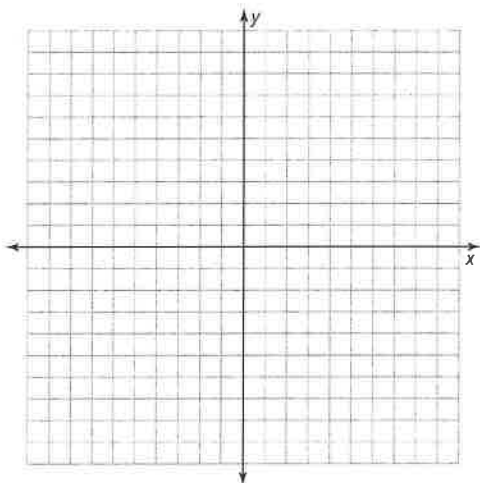
1. $y = -(x^3)$



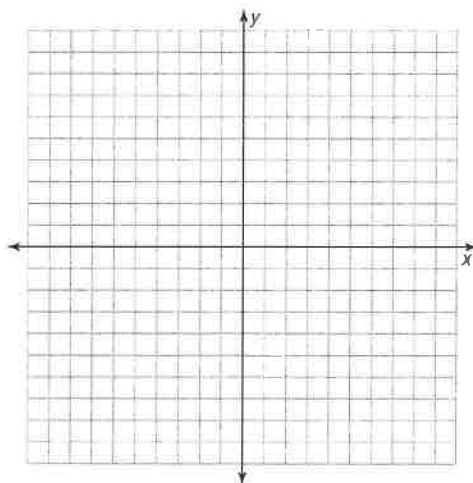
2. $y = -(x^2)$



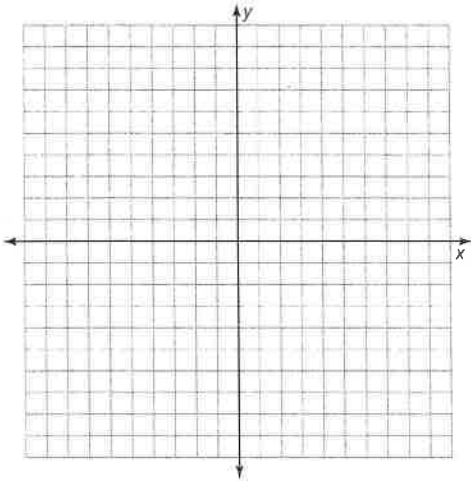
3. $y = x^2 + 3$



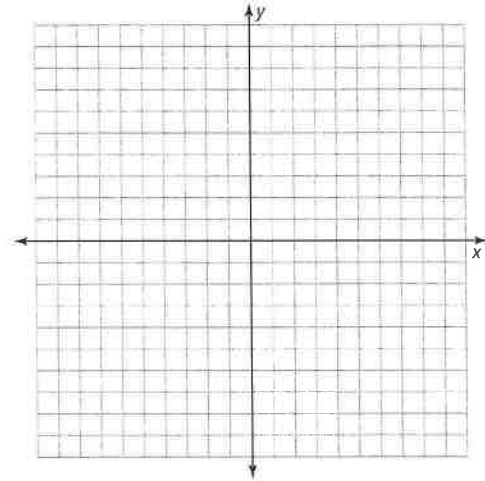
4. $y = x^3 - 2$



5. $y = -\frac{1}{4}x^5$

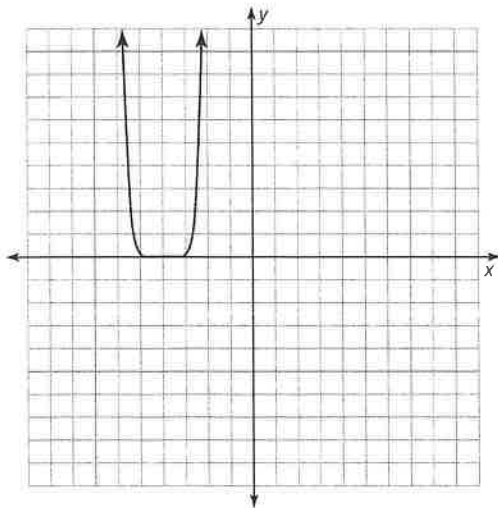


6. $y = \frac{1}{2}x^4$

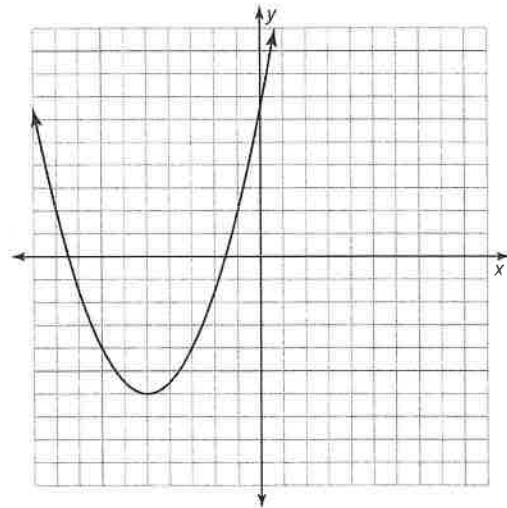


C. Determine whether each function is invertible. Use the Horizontal Line Test.

1.



2.



D. Without graphing, determine whether or not each function is invertible.

1. $y = 3x^2$

2. $y = x^{24}$

3. $y = -x^{99}$

4. $y = 1.257x^{10}$

5. $y = 2x^{15}$

6. $y = -\frac{3}{5}x^{124}$

19th Amendment

This article is provided courtesy of History.com

Ratified on August 18, 1920, the 19th Amendment to the U.S. Constitution granted American women the right to vote—a right known as woman suffrage. At the time the U.S. was founded, its female citizens did not share all of the same rights as men, including the right to vote. It was not until 1848 that the movement for women's rights launched on a national level with a convention in Seneca Falls, New York, organized by abolitionists Elizabeth Cady Stanton (1815-1902) and Lucretia Mott (1793-1880). Following the convention, the demand for the vote became a centerpiece of the women's rights movement. Stanton and Mott, along with Susan B. Anthony (1820-1906) and other activists, formed organizations that raised public awareness and lobbied the government to grant voting rights to women. After a 70-year battle, these groups finally emerged victorious with the passage of the 19th Amendment.

ORIGINS OF WOMEN'S SUFFRAGE IN THE U.S.

During America's early history as a nation, women were denied some of the key rights enjoyed by male citizens. For example, married women couldn't own property and had no legal claim to any money they might earn, and no female had the right to vote. Women were expected to focus on housework and motherhood, not politics.

***Did You Know?** Wyoming, the first state to grant voting rights to women, was also the first state to elect a female governor. Nellie Tayloe Ross (1876-1977) was elected governor of the Equality State (Wyoming's official nickname) in 1924. From 1933 to 1953, she served as the first female director of the U.S. Mint.*

The campaign for woman suffrage did not begin in earnest in the decades before the Civil War. During the 1820s and 1830s, various reform groups proliferated across the U.S.—temperance clubs, religious movements and moral-reform societies, anti-slavery organizations—and in a number of these, women played a prominent role. Meanwhile, many American women were beginning to chafe against what historians have called the "Cult of True Womanhood"; that is, the idea that the only "true" woman was a pious, submissive wife and mother concerned exclusively with home and family. Put together, these factors contributed to a new way of thinking about what it meant to be a woman and a citizen in the United States.

SUFFRAGE MOVEMENT GETS ORGANIZED

It was not until 1848 that the movement for women's rights began to organize at the national level. In July of that year, reformers Elizabeth Cady Stanton and Lucretia Mott organized the first women's rights convention at Seneca Falls, New York (where Stanton lived). More than 300 people—mostly women, but also some men—attended, including former African-American slave and activist Frederick Douglass (1818-95). In addition to their belief that women should be afforded better opportunities for education and employment, most of the Seneca Falls delegates agreed that American women were autonomous individuals who deserved their own political identities. A group of delegates led by Stanton produced a "Declaration of Sentiments" document, modeled after the Declaration of Independence, which stated: "We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights;

that among these are life, liberty, and the pursuit of happiness." What this meant, among other things, was that the delegates believed women should have the right to vote.

Following the convention, the idea of voting rights for women was mocked in the press and some delegates withdrew their support for the Declaration of Sentiments. However, Stanton and Mott persisted—they went on to spearhead additional women's rights conferences and they were eventually joined in their advocacy work by Susan B. Anthony and other activists.

NATIONAL SUFFRAGE GROUPS ESTABLISHED

With the onset of the American Civil War (1861-65), the suffrage movement lost some momentum, as many women turned their attention to assisting in efforts related to the conflict between the states. After the war, woman suffrage endured another setback, when the women's rights movement found itself divided over the issue of voting rights for black men. Stanton and some other suffrage leaders objected to the proposed 15th Amendment to the U.S. Constitution, which would give black men the right to vote, but failed to extend the same privilege to American women of any skin color.

In 1869, Stanton and Anthony formed the National Woman Suffrage Association (NWSA) with their eyes on a federal constitutional amendment that would grant women the right to vote. That same year, abolitionists Lucy Stone (1818-93) and Henry Blackwell (1825-1909) founded the American Woman Suffrage Association (AWSA); the group's leaders supported the 15th Amendment and feared it would not pass if it included voting rights for women. (The 15th Amendment was ratified in 1870.) The AWSA believed women's enfranchisement could best be gained through amendments to individual state constitutions. Despite the divisions between the two organizations, there was a victory for voting rights in 1869 when the Wyoming Territory granted all female residents age 21 and older the right to vote. (When Wyoming was admitted to the Union in 1890, woman suffrage remained part of the state constitution.)

By 1878, the NWSA and the collective suffrage movement had gathered enough influence to lobby the U.S. Congress for a constitutional amendment. Congress responded by forming committees in the House and Senate to study and debate the issue. However, when the proposal finally reached the Senate floor in 1886, it was defeated.

In 1890, the NWSA and the AWSA merged to form the National American Woman Suffrage Association (NAWSA). The new organization's strategy was to lobby for women's voting rights on a state-by-state basis. Within six years, Colorado, Utah and Idaho adopted amendments to their state constitutions granting women the right to vote. In 1900, with Stanton and Anthony advancing in age, Carrie Chapman Catt (1859-1947) stepped up to lead the NASWA.

PROGRESS AND CIVIL DISOBEDIENCE

The turn of the 20th century brought momentum to the woman suffrage cause. Although the deaths of Stanton in 1902 and Anthony in 1906 appeared to be setbacks, the NASWA under the leadership of Catt achieved rolling successes for women's enfranchisement at state levels. Between 1910 and 1918, the Alaska Territory, Arizona, Arkansas, California, Illinois, Indiana, Kansas, Michigan, Montana, Nebraska, Nevada, New York, North Dakota, Oklahoma, Oregon, South Dakota and Washington all extended voting rights to women.

Also during this time, through the Equality League of Self-Supporting Women (later, the Women's

Political Union), Stanton's daughter Harriot Stanton Blatch (1856-1940) introduced parades, pickets and marches as means of calling attention to the cause. These tactics succeeded in raising awareness and led to unrest in Washington, D.C.

On the eve of the inauguration of President Woodrow Wilson (1856-1924) in 1913, protesters thronged a massive suffrage parade in the nation's capital, and hundreds of women were injured. That same year, Alice Paul (1885-1977) founded the Congressional Union for Woman Suffrage, which later became the National Woman's Party. The organization staged numerous demonstrations and regularly picketed the White House, among other militant tactics. As a result of these actions, some group members were arrested and served jail time.

In 1918, President Wilson switched his stand on women's voting rights from objection to support through the influence of Catt, who had a less-combative style than Paul. Wilson also tied the proposed suffrage amendment to America's involvement in World War 1 (1914-18) and the increased role women had played in the war efforts. When the amendment came up for vote, Wilson addressed the Senate in favor of suffrage. As reported in *The New York Times* on October 1, 1918, Wilson said, "I regard the extension of suffrage to women as vitally essential to the successful prosecution of the great war of humanity in which we are engaged." However, despite Wilson's newfound support, the amendment proposal failed in the Senate by two votes. Another year passed before Congress took up the measure again.

GETTING THE VOTE

On May 21, 1919, U.S. Representative James R. Mann (1856-1922), a Republican from Illinois and chairman of the Suffrage Committee, proposed the House resolution to approve the Susan Anthony Amendment granting women the right to vote. The measure passed the House 304-89-a full 42 votes above the required two-thirds majority.

Two weeks later, on June 4, 1919, the Senate passed the 19th Amendment by two votes over its two-thirds required majority, 56-25. The amendment was then sent to the states for ratification. Within six days of the ratification cycle, Illinois, Michigan and Wisconsin each ratified the amendment. Kansas, New York and Ohio followed on June 16, 1919. By March of the following year, a total of 35 states had approved the amendment, one state shy of the two-thirds required for ratification. Southern states were adamantly opposed to the amendment, however, and seven of them-Alabama, Georgia, Louisiana, Maryland, Mississippi, South Carolina and Virginia-had already rejected it before Tennessee's vote on August 18, 1920. It was up to Tennessee to tip the scale for woman suffrage.

The outlook appeared bleak, given the outcomes in other Southern states and given the position of Tennessee's state legislators in their 48-48 tie. The state's decision came down to 23-year-old Representative Harry T. Burn (1895-1977), a Republican from McMinn County, to cast the deciding vote. Although Burn opposed the amendment, his mother convinced him to approve it. (Mrs. Burn reportedly wrote to her son: "Don't forget to be a good boy and help Mrs. Catt put the 'rat' in ratification.") With Burn's vote, the 19th Amendment was ratified. Certification by U.S. Secretary of State Bainbridge Colby (1869-1950) followed on August 26, 1920.

On November 2 of that same year, more than 8 million women across the U.S. voted in elections for the first time. It took over 60 years for the remaining 12 states to ratify the 19th Amendment. Mississippi was the last to do so, on March 22, 1984.

Susan B. Anthony

This article is provided courtesy of History.com



History.com

Born on Feb. 15, 1820, in Adams, Mass., Susan B. Anthony was a pioneer crusader for the woman suffrage movement in the United States and president (1892-1900) of the National American Woman Suffrage Association. Her work helped pave the way for the Nineteenth Amendment (1920) to the Constitution, giving women the right to vote.

Born on February 15, 1820, in Adams, Massachusetts, Anthony grew up in a politically active family. They worked to end slavery in what was called the abolitionist movement. They were also part of the temperance movement, which wanted the production and sale of alcohol limited or stopped completely. Anthony was inspired to fight for women's rights while campaigning against alcohol. She was denied a chance to speak at a temperance convention because she was a woman. Anthony later realized that no one would take women in politics seriously unless they had the right to vote.

Along with activist Elizabeth Cady Stanton, Anthony founded the National Woman Suffrage Association in 1869. Around this time, the two created and produced *The Revolution*, a weekly publication that lobbied for women's rights. Later the pair edited three volumes of *History of Woman Suffrage* together.

Anthony was tireless in her efforts, giving speeches around the country to convince others to support a woman's right to vote. She even took matters into her own hands in 1872 when she voted in the presidential election illegally. Anthony was arrested and tried unsuccessfully to fight the charges. She ended up being fined \$100 - a fine she never paid.

When Anthony died on March 13, 1906, women still did not have the right to vote. It wasn't until 1920, 14 years after her death, that the 19th Amendment to the U.S. Constitution, giving all adult women the right to vote, was passed. In recognition of her dedication and hard work, the U.S. Treasury Department put Anthony's portrait on one dollar coins in 1979, making her the first woman to be so honored.

Biography courtesy of BIO.com

Name: _____ Date: _____

Use the article "Susan B. Anthony" to answer questions 1 to 2.

1. What was Susan B. Anthony a "pioneer crusader" for?

2. What did Susan B. Anthony do to support the cause of woman suffrage in the United States? Support your answer with evidence from the text.

Use the article "19th Amendment" to answer questions 3 to 4.

3. What did the 19th Amendment grant American women?

4. In 1869, Susan B. Anthony and Elizabeth Cady Stanton formed the National Woman Suffrage Association (NWSA). What was NWSA's goal? Support your answer with evidence from the text.

Use the articles "19th Amendment" and "Susan B. Anthony" to answer questions 5 to 6.

5. What women's suffrage activist is discussed in both texts?

6. Read this sentence from "Susan B. Anthony": "Her work helped pave the way for the Nineteenth Amendment (1920) to the Constitution, giving women the right to vote."

Support this claim about Susan B. Anthony with evidence from both texts.

Name: _____

Writing Introductions: Thesis Sentence

A thesis sentence is the main topic sentence of an essay or other written piece. It states the main opinion and often forecasts the principle sections of the piece. It is usually placed at the end of the introduction.

Example:

Topic: Should students be allowed to eat during class?

Possible thesis sentence: Students should not eat during class as students would not be paying attention while they eat, they may leave trash in the classroom, and other students might be distracted while their neighbor eats.

Write a thesis sentence for each topic below.

1. Discuss who was the greater president of the United States: George Washington or Abraham Lincoln.
2. What was the greatest challenge in your life?
3. What are the most important character traits for a good brother?
4. Explain your favorite character in literature.
5. Should motorcycles be outlawed on public streets?

A. Identify the characteristics (domain, range, and the x - and y -intercepts) of each function.

1. $f(x) = \sqrt{3x}$

2. $f(x) = \sqrt{x+4}$

3. $f(x) = \sqrt{x} + 1$

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

5. $f(x) = \sqrt{-5x}$

6. $f(x) = \sqrt{3-x}$

Name _____ Date _____

7. $f(x) = \sqrt[3]{4x}$

8. $f(x) = \sqrt[3]{x-2}$

9. $f(x) = \sqrt[3]{x} - 5$

10. $f(x) = \frac{\sqrt[3]{x}}{4}$

11. $f(x) = \sqrt[3]{-2x}$

12. $f(x) = \sqrt[3]{1-x}$

Using Cellphones and Computers to Transmit Information

by Alissa Fleck



Modern technology can do some pretty incredible things. It's possible, with current technological capabilities, to transmit digital information over long distances using coding and decoding processes without losing the contents of the original information. The best part is we don't have to do anything besides send the message and wait for it to be received.

Consider, for instance, the cellular phone. It wasn't until the early 1980s that this mobile variation on the standard telephone was even available for people to use. Now, it seems like everyone has a cellphone, sending and receiving information in speedy ways invisible to the human eye.

There's so much going on below the surface of what we can see when we use our cellphones. One difference between a mobile phone and a traditional landline telephone is you can move the cellphone just about anywhere geographically and still use it to talk to other phone users. No matter

how far away you are from someone you call, you can usually still understand each other's voices over the phone, thanks to radio waves and something called a cellular network.

It took many evolutions in phone technology to get where we are today, but the current cellphone wirelessly transmits information by connecting to a cellular network. Mobile phone operators provide these cellular networks, which function with the help of cellphone towers, and then calls are made over what is known as a radio link. Through this process, information—in this case, voice input—is broken down and reassembled over the radio link, so the person on the other end instantaneously hears what is said.

In other words, as you speak into the phone, your voice is converted into an electrical signal, transmitted in the form of a radio wave by these towers, and then converted back into the sound of your voice by the phone on the receiving end. All this happens in the blink of an eye while you chat over the phone without any distortion.

The process of transmitting digital information is not exclusive to telephones. Computers are another instrument that can receive, decode and convert information, though typically this information is not a person's voice, but written content.

We may take for granted the ease with which we can pass along information with computers and the Internet, but many forces are hard at work processing information to make computers easier for us to use and communication more reliable.

The first computer showed up around 1941, but it was much more limited in its capabilities than computers now. In fact, computers are everywhere—sometimes they are so small we do not think of them as computers at all, though they serve the same function as the computers we have at home, the office or school.

Much like cellular telephones, computers were actually first used to transmit sensitive information across geographical spaces by the military at a point when government officials worried it would be possible to knock out a country's entire telephone grid.

Computer engineers began finding ways to link their computers together in order to share information among them. This linking began with just a couple of computers and grew to the millions which connect regularly today. Ultimately, that's how what we know as the Internet was developed.

Wireless computer networking is also similar to cellular phone use in that computers use the same networks our mobile phones use.

While you speak into the telephone using your voice, you typically insert data into your computer by typing on the keyboard. You may decide to share information through an email or access information on a website by typing in or visiting what is known as a hyperlink.

When you use the Internet to share and access information, you connect to the relevant network. You can send a message from your computer to another computer anywhere in the world and it will arrive almost immediately, going through many different networks in the process.

Still, the information you send does not travel in a single piece as it might through the standard mail service; instead, it is broken down into smaller digital information. As with a cellphone, the information you send is fragmented into tiny pieces and then reconstructed once it's reached its destination.

Along with your message comes other information, for instance about ordering, or how the message should be restructured to make sense to the reader. Your message will also include more basic data about where it came from and where it is supposed to go.

Computers and the Internet require many high-tech and complicated pieces to run properly, but something known as a router is a key instrument that keeps information being sent from one computer to another going along the correct pathway. The Internet also relies on telephone wires and satellite links for wireless information sharing.

It's important to note that for the Internet to work as it does, many companies have to agree to work with one another. The Internet is really a collection of networks working together toward a common goal of allowing information to be shared.

Name: _____ Date: _____

1. What are two examples of technology that send information over long distances?

- A. the human eye and computers
- B. government officials and computers
- C. cellphones and the human eye
- D. cellphones and computers

2. What does the author compare to cellphones in this passage?

- A. The author compares companies to cellphones.
- B. The author compares engineers to cellphones.
- C. The author compares computers to cellphones.
- D. The author compares cellular networks to cellphones.

3. A cellphone sends and receives information in a speedy way invisible to the human eye.

What evidence from the passage supports this statement?

- A. When a person speaks into a cellphone, his or her voice is broken down and reassembled over a radio link, so the person on the other end instantaneously hears what is said.
- B. When computers first showed up around 1941, they were used to transmit sensitive information across geographical spaces by the military because of worries government officials had.
- C. Although people may take for granted the ease with which they can pass along information through computers, many forces are at work to make computer communication more reliable.
- D. Like cellphones, computers can receive, decode, and convert information, though typically this information is written content rather than someone's voice.

4. What is one way that computer use has changed over time?

- A. Computers were first used in homes, schools, and offices to send different kinds of information, but now they are used only by the military to send sensitive information.
- B. Computers were first used by the military to send sensitive information, but now they are used in homes, schools, and offices to send different kinds of information.
- C. Computers used to send a person's voice from one place to another, but now they send only written content.
- D. Computers used to send a person's voice from one place to another, but they have been gradually replaced by landline telephones.

5. What is this passage mostly about?

- A. computers, the Internet, and how the military uses technology to protect people
- B. cellphones, landline telephones, and the reasons people have trouble hearing each other over the phone
- C. mobile phone operators, government officials, and companies that work with one another
- D. cellphones, computers, and how they send information from one place to another

6. Read the following sentence: "It's possible, with current technological capabilities, to **transmit** digital information over long distances using coding and decoding processes without losing the contents of the original information."

What does the word **transmit** mean in the sentence above?

- A. harm
- B. fold
- C. hear
- D. send

7. Choose the answer that best completes the sentence below.

Information is transmitted by different kinds of modern technology, _____ cellphones and computers.

- A. in conclusion
- B. instead
- C. especially
- D. never

8. According to the passage, what are cellphones used for?

9. How does a cellphone transmit information using cellular networks?

10. At the end of the passage, the author writes, "The Internet is really a collection of networks working together toward a common goal of allowing information to be shared." Could cellphones be described in the same way? Explain your answer using evidence from the passage.

Name: _____

Looking at Both Sides of the Argument

Directions: write both pros and cons for each proposal.

I. *Should children be allowed to drive when they turn thirteen?*

Pros	Cons
1.	1.
2.	2.
3.	3.

II. *Should students get paid money for having good grades?*

Pros	Cons
1.	1.
2.	2.
3.	3.

III. *Should students be allowed to have phones in school?*

Pros	Cons
1.	1.
2.	2.
3.	3.

IV. *Should the school day be reduced to three hours long?*

Pros	Cons
1.	1.
2.	2.
3.	3.

V. Should unpermitted streaming or downloading of music or movies be illegal?

Pros	Cons
1.	1.
2.	2.
3.	3.

VI. Should students have to maintain "C" grades or better to participate in sports and clubs?

Pros	Cons
1.	1.
2.	2.
3.	3.

VII. Should candy and soda come with the school lunch?

Pros	Cons
1.	1.
2.	2.
3.	3.

VIII. Should students have to walk in lines when traveling as a class?

Pros	Cons
1.	1.
2.	2.
3.	3.

Name _____ Date _____

B. Use compositions to determine whether $f(x)$ and $g(x)$ are inverse functions. Show your work.

1. $f(x) = \frac{-8+x}{2}$ $g(x) = 2x + 8$

2. $f(x) = -4x + 9$ $g(x) = \frac{x - 4}{-9}$

3. $f(x) = (x - 2)^2$ $g(x) = \sqrt{x} - 2$

Topic 1
RADICAL FUNCTIONS

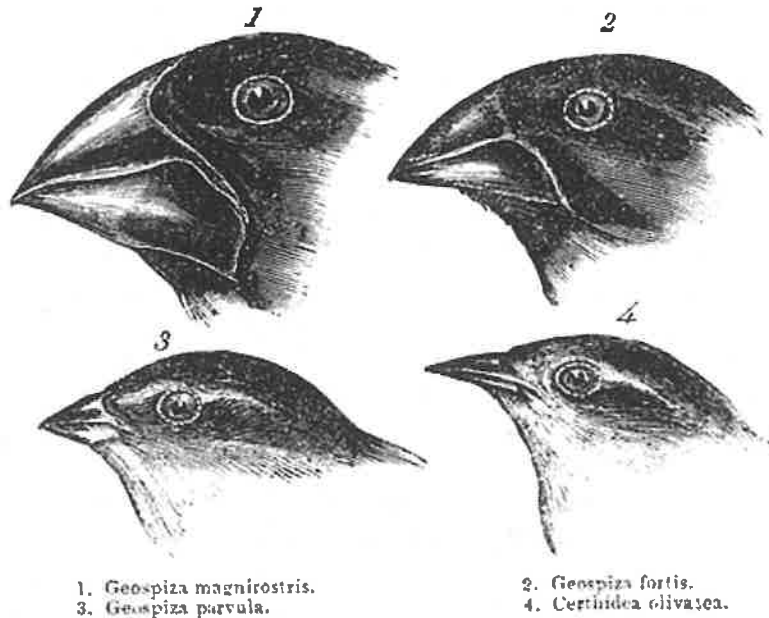
4. $f(x) = 5x^2$, for $x > 0$ $g(x) = \frac{\sqrt{x}}{5}$

5. $f(x) = 2\sqrt[3]{x+3}$ $g(x) = \frac{x^3}{8} - 3$

6. $f(x) = 3(x+1)^3$ $g(x) = \sqrt[3]{\frac{x}{3}} - 1$

Two Sets to Build Difference

by ReadWorks



You are most basically a blend of your biological parents. Your genetic material is a combination of their genetic material. A human typically has 46 chromosomes that contain his or her DNA, commonly referred to as genes. 23 chromosomes are provided by the maternal egg and 23 chromosomes are provided by the paternal sperm. Whether fertilization—the combining of an egg and a sperm cell—happens naturally or in a laboratory setting, the egg and sperm must be added together. Only once the egg is fertilized, with a complete set of genetic material, will it begin to divide and grow into an unborn fetus.

This combination of two incomplete sets of genetic materials accounts for trait variation and change (or *evolution*) across a sexually reproducing population. Charles Darwin, an English naturalist who lived and studied during the 19th century, was among the first scientists to observe and identify this phenomenon. For Darwin, his observations were ultimately clarified on a globe-spanning voyage aboard the HMS (Her Majesty's Ship) *Beagle*. It was captain Robert Fitzroy who brought Darwin on board for what was, in fact, the second voyage of the *Beagle* (from December 27, 1831 to October 2, 1836). The *Beagle's* mission was to survey the coastlines of South America, in order to render more accurate charts and maps. Darwin took advantage of these trips to explore the South American inland, and catalogue the various flora and fauna (plant and animal life) and various geological conditions. The *Beagle's* visit to the Galapagos Islands proved to be the most important for Darwin's studies.

It was on the various Galapagos Islands that Darwin first noted what are now classically referred to as Darwin's finches. He originally referred to these birds in scattered notes as either mockingbirds or wrens. It was only after his return to England and consultation with other scientists that Darwin came to understand these birds as different species of finches. This clarifying point led Darwin to reconsider his findings and ultimately arrive at his most compelling conclusions regarding variation and evolution.

Darwin gave special attention to the different beaks among these different species of finches. He considered how a certain beak might be better suited for consuming a specific type of food. For example, a larger beak might be better suited for cracking seeds and nuts with harder shells that may fall to the ground. Smaller and more nimble beaks might be better suited for catching insects quickly in mid-air. He also noted that larger finches tended to be found foraging for food on the ground, while smaller finches stayed perched in trees. When Darwin turned his mind to questions of why each bird had been bestowed with these particular features and habits, he ultimately began to formulate his theory of natural selection.

Darwin understood each human to be a product of his or her parents. He recognized that a child, while resembling each parent, has a varied collection of the traits both parents managed to pass on. In that capacity for variation, Darwin saw potential for adaptation. If finch offspring were endowed with more advantageous traits, a larger beak perhaps, better at cracking seeds that have fallen to ground, then that particular bird would live a more successful life. With a greater inherent ability to consume food, that particular finch would stand a greater chance of living long enough to find a mate and produce offspring of its own. Thus, the advantageous variation would be passed on. As a population accumulates advantageous variations across generations, this piecemeal process builds into what is called speciation. The evolutionary process, called survival of the fittest, results in the formation of a new species.

Evolutionary scientists have over the years come to appreciate just how serendipitous an event Darwin's visit to the Galapagos Islands was. We might go as far as to consider the Galapagos Islands a natural laboratory, perfectly suited to observe the various results of evolutionary processes. We must first reconsider the phenomena of variations across a population being passed on through subsequent generations. If the population is very large or in close proximity to, and can interbreed with other populations of the same species, advantageous traits must trickle down over many generations before a critical number of individuals can be cast as a distinct species. However, if the population is small and isolated (only able to breed amongst itself), then an advantageous variation might only be passed down through relatively few subsequent generations before a new species distinguishes itself.

The Galapagos Islands provided the perfect environment for accelerated evolution and speciation in Darwin's finches. The populations were small and perhaps most importantly, isolated from mainland South America. This allowed sexual reproduction and individual cases of mutation to introduce advantageous traits and disadvantageous traits that would not be diffused across a very large population. Darwin noted specifically that, while of distinctly different species, the finches of the Galapagos bore some resemblance to the finches of mainland South America. Perhaps a strong wind blew ancestral finches flying along South America's coastline off course. The disoriented ancestors ultimately found a home on the more recently formed volcanic islands of the Galapagos. The newly settled population bred. The individuals among subsequent generations that were fitter or better adapted to certain conditions of the population's new home, continued the breeding process, and thus, new species evolved. Those individuals that inherited disadvantageous traits, given environmental stressors, stood a greater chance of dying off before they could reproduce and pass the traits on to their offspring.

Name: _____ Date: _____

1. Who was Charles Darwin?

- A. the captain of a ship whose mission was to survey the coastlines of South America
- B. a boy who grew up on the Galapagos Islands and later moved to England
- C. one of the first scientists who identified the phenomenon of evolution
- D. a scientist known for studying the planets and discovering Neptune

2. What is the sequence of events in this passage?

- A. Darwin observed finches; Darwin developed his theory of natural selection; Darwin sailed to the Galapagos Islands.
- B. Darwin observed finches; Darwin sailed to the Galapagos Islands; Darwin developed his theory of natural selection.
- C. Darwin developed his theory of natural selection; Darwin sailed to the Galapagos Islands; Darwin observed finches.
- D. Darwin sailed to the Galapagos Islands; Darwin observed finches; Darwin developed his theory of natural selection.

3. Advantageous traits are passed on from a finch to its offspring.

What evidence from the passage supports this statement?

- A. In his notes, Darwin first referred to the finches on the Galapagos Islands as mockingbirds or wrens.
- B. Having advantageous traits increases the chance that a finch will live long enough to produce offspring.
- C. The mission of the *Beagle* was to survey the coastlines of South America in order to make better maps
- D. A strong wind may have blown finches flying along South America's coastline toward the Galapagos Islands.

4. How likely to survive is a finch with disadvantageous traits compared to a finch with advantageous traits?

- A. A finch with disadvantageous traits is much more likely to survive than a finch with advantageous traits.
- B. A finch with disadvantageous traits is somewhat more likely to survive than a finch with advantageous traits.
- C. A finch with disadvantageous traits is as likely to survive as a finch with advantageous traits.
- D. A finch with disadvantageous traits is less likely to survive than a finch with advantageous traits.

5. What is this passage mostly about?

- A. the evolutionary process and how Darwin discovered it
- B. the finches living on the mainland of South America
- C. the 46 chromosomes that contain a person's DNA
- D. the charts and maps that existed before the second voyage of the *Beagle*

6. Read these sentences: "If finch offspring were endowed with more **advantageous** traits, a larger beak perhaps, better at cracking seeds that have fallen to ground, then that particular bird would live a more successful life."

What does the word "**advantageous**" mean above?

- A. confusing
- B. slow
- C. helpful
- D. harmful

7. Choose the answer that best completes the sentence below.

Darwin observed finches in the Galapagos Islands, _____ developing a theory based on those observations.

- A. in contrast
- B. previously
- C. currently
- D. ultimately

8. What kind of food might a small, nimble beak help a finch catch?

9. What does the evolutionary process result in?

10. Summarize the process of evolution.

Name: _____

Arguing Both Sides 3

Directions: Write three points for one side of each argument and at least one point on the other side.

1. Should passengers in cars be required by law to wear seatbelts?

Pro (Yes)	Con (No)
1.	1.
2.	2.
3.	3.

2. Should students have the choice of milk or soda with their lunches?

Pro (Yes)	Con (No)
1.	1.
2.	2.
3.	3.

3. Should students be required to take gym class everyday?

Pro (Yes)	Con (No)
1.	1.
2.	2.
3.	3.

4. Should violent video games only be sold to adults?

Pro (Yes)	Con (No)
1.	1.
2.	2.
3.	3.

5. Should schools be closed if the temperature drops below zero degrees?

Pro (Yes)	Con (No)
1.	1.
2.	2.
3.	3.

6. Should animals be used for scientific research or to test products?

Pro (Yes)	Con (No)
1.	1.
2.	2.
3.	3.

C. Complete each exercise.

1. The distance to the horizon is given by the equation $d = \sqrt{h(D + h)}$, where h represents the height of the observer in feet and D represents the diameter of the Earth in miles. Write the equation as a function of the height and use 7918 miles as the diameter of the Earth. Calculate the distance Maria is from the horizon if she is standing on a hill that is 125 feet above sea level.(HINT: 1 mile = 5280 feet)

2. The relationship between the radius of a circle and its area is given by the equation $r = \sqrt{\frac{A}{\pi}}$, where A represents the area of the circle. Write the equation as a function of the area and use 3.14 for π . Calculate the radius of a circle with an area of 50.24 square meters.

Name _____ Date _____

3. The relationship between the side length of a cube and its volume is given by the equation $s = \sqrt[3]{V}$, where s represents the side length and V represents the volume of the cube. Write the equation as a function of the volume. Calculate the side length of a cube that has a volume of 343 cubic inches.
4. The time it takes for an object to fall a certain distance can be calculated using the equation $t = \sqrt{\frac{2d}{g}}$, where d represents distance and g represents the force of gravity on the falling object. Write the equation as a function of the distance and use 9.81 meters per second squared as the force of gravity. Calculate the distance an object will fall in 3 seconds.
5. The relationship between the radius of a sphere and its surface area is given by the equation $r = \sqrt{\frac{SA}{4\pi}}$, where r represents the radius and SA represents the surface area. Write the equation for the radius as a function of the surface area and use 3.14 for π . Calculate the surface area of a sphere with a 4-foot radius.
6. The relationship between the side length of the base and the height of a pyramid that is cut out of a cube is given by the equation $s = \sqrt[3]{3V}$, where s represents the length of a side of the base and V represents the volume. Write the equation for the side length as a function of the volume. Calculate the volume of a pyramid with a side length of 4.2 centimeters.

Song VII

by Rabindranath Tagore

My song has put off her adornments.
She has no pride of dress and decoration.
Ornaments would mar our union;
they would come between thee and me;
their jingling would drown thy whispers.

5

My poet's vanity dies in shame before thy sight.
O master poet, I have sat down at thy feet.
Only let me make my life simple and straight,
like a flute of reed for thee to fill with music.

Name: _____ Date: _____

1. What has the song of the speaker put off?
 - A. adornments
 - B. simplicity
 - C. poetry
 - D. words
2. What tone does the phrase "O master poet" help create?
 - A. a casual, personal tone
 - B. a dark, threatening tone
 - C. a sad, regretful tone
 - D. a formal, respectful tone
3. The speaker of the poem believes that the addressee is superior to him or her.

What lines from the poem support this conclusion?

- A. lines 4 and 5
 - B. lines 6 and 7
 - C. lines 1 and 2
 - D. lines 3 and 4
4. What might be an example of the "jingling" ornaments that the speaker refers to in lines 3-5?
 - A. a keychain
 - B. rhyme
 - C. a diamond necklace
 - D. a bell
 5. What is a theme of the poem?
 - A. Music is a more worthwhile art than poetry.
 - B. Expensive jewelry is often a sign of vanity.
 - C. One should try to achieve simplicity in art and in life.
 - D. Uncertainty is a necessary evil in art and life.

6. What is the meaning of "put off" in line 1?

- A. turned away
- B. postponed
- C. turned off
- D. taken off

7. Read lines 1 and 2 from the poem:

My song has put off her adornments.

She has no pride of dress and decoration.

Who or what does the word "She" refer to?

- A. "pride" (line 2)
- B. the speaker
- C. "adornments" (line 1)
- D. "my song" (line 1)

8. What "dies in shame" before the sight of the addressee?

9. What does the speaker want to do with his or her life?

10. What steps has the speaker taken to make his or her life simple and straight? Name at least two. Support your answer with evidence from the poem.

Name: _____

Theme Worksheet 4

Directions: Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. Derek was doing his homework on his computer one night when he saw an ad banner for a free Gamebox 9000. He clicked on the ad with great interest and was taken to a webpage with details about the offer. It seemed simple enough. All he had to do was post some content to his social networking pages and complete a few offers. Derek didn't really approve of the content that he was required to share, but he really wanted the new Gamebox, so he shared the required links with all of his friends and family. Then Derek began completing the offers. The offers were organized into three tiers. According to the website, he had to complete three offers in each tier and then he would get his Gamebox for free. So Derek started completing the offers in the first tier, which required him to create accounts on a bunch of websites that he had no interest in joining. He completed the first tier in a couple of hours and he was really getting excited about getting a free Gamebox 9000. The second tier required Derek to become a member at more websites and to get three of his friends to sign up to the program. Signing up to the websites was pretty easy (though time consuming), but getting his friends to participate in the program was much harder. Most of them warned Derek that he was falling for a scam, but Derek finally found three freshman who agreed to participate. Derek was pumped. Unfortunately, the third tier required him to sign up for satellite television service, change his phone service provider, and get approved for several credit cards. Derek finally did what he should have done from the beginning and walked away from these offers.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

2. Nicole was hesitant to lend Lia her tea set. Though the tea set was not worth much money, it had been in the family for a long time and was pretty much irreplaceable. But Lia was persistent and since she was a dear friend, Nicole relented and agreed to lend her the tea set. As Nicole had feared, Lia did not handle the tea set with the same care that Nicole would have and consequently Lia broke or damaged several of the pieces. When Nicole asked for her tea set, Lia stalled, "Uh... I forgot it at my cousin's house. I'll get it later this week. I'm so sorry." Lia figured that she could run out and replace the missing pieces. When she got around to doing so, Lia was disappointed to find that no stores carried the antique tea set. So Lia purchased a brand new tea set, much more expensive than the old set. She then threw out the rest of Nicole's old tea set to hide the evidence of her irresponsibility. When Lia presented Nicole with the new tea set, Nicole was extremely disappointed and Lia did not understand why. "Look, Nicole, my cousin lost your tea set. I mean, he's still looking for it but it's probably gone, but this tea set is much nicer." When Nicole did not accept the new tea set, Lia shook her head in disgust and told herself, "Some people don't appreciate anything."

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

3. Chuck really wanted to get the new Game Box 9000, but the system cost \$400 and he didn't have any money at all. So Chuck did what any motivated youngster would do to earn money: lots and lots of work. He mowed lawns and raked leaves. He did extra chores and dug in the couch cushions for change. He collected and returned cans and bottles. After about a month of working and scrounging harder than he ever had, Chuck earned a little over \$200, but the money was not coming quickly enough. Chuck was discussing his

problem with one of his friends on the bus when an older kid named Jim overheard him. "Hey, Chucky," Jim said, "my uncle works at the video game store and he can get any video game system for half off. I can help you get your Gamebox." Chuck was so excited about getting the new Gamebox that he didn't think twice. "Wow, half off? Then I can afford it!" Chuck was ecstatic. He gave Jim his money the next day. The following day he hoped to receive the Gamebox, but Jim didn't bring it. "Yeah, I'm not going to see him until this weekend," Jim replied. Chuck remembered Jim promising him something else, but he was so happy to get such a great deal on the game console that he didn't want to push him. "Ok, great. Next week then." The week passed by very slowly for Chuck, but it passed. He was so happy to see Jim the next week. He ran up to him with a big smile, but Jim didn't look happy. "Did you get it?" Chuck asked. Jim replied woodenly, "Uh, yeah, I was going to get it, but I got robbed. So, you're money's gone. I'm sorry." Chuck couldn't believe it. A whole month down the drain. The tears ran down his cheeks.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

4. Justin was jealous when his cousin Cassie was named valedictorian of her class. "Some people are just born smart," he told himself later as he watched TV on the couch. He had not been with Cassie all of those times when she studied late into the night. Justin was also jealous when his cousin Victor was elected class president. "Some people are just more popular than others," Justin told himself while playing video games on the couch. He had not been with Victor while he tirelessly campaigned, listened sympathetically to the problems of others, and treated everyone he knew with kindness and respect. When Justin's cousin Matthew became the quarterback for the varsity squad, Justin was envious. "Some people are just more athletic than others," he told himself as he played around on his computer. Justin had not been with Matthew while Matthew trained relentlessly to develop his athletic abilities. "One day something lucky will happen to me too," Justin told himself as he snacked on junk food.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

5. Grant Grand was a superstar high school athlete from a small town where football was revered. The people of this town placed such a high value on victories that a top performer like Grant was given privileges and exceptions that all others were denied. Grant did not have to struggle his way through rigorous courses in high school. Instead he attended special study sessions with members of the athletic department where the participants studied little other than football. To the surprise of few, Grant was given a full ride to a reputable university based on his athletic prowess, but Grant was not prepared for this new experience. He expected the university to make numerous special exceptions for him as his high school had, and while he did receive quite a few of these exceptions, it was not enough to compensate for how woefully underprepared he was. Despite numerous good faith interventions by the university, Grant failed to get it together, lost his scholarship, and dropped out after his freshman year.

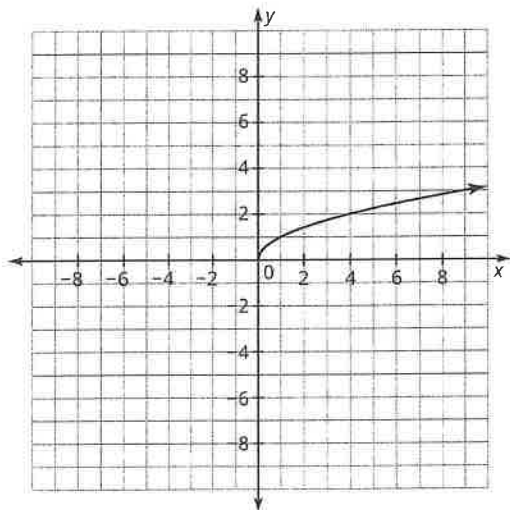
What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

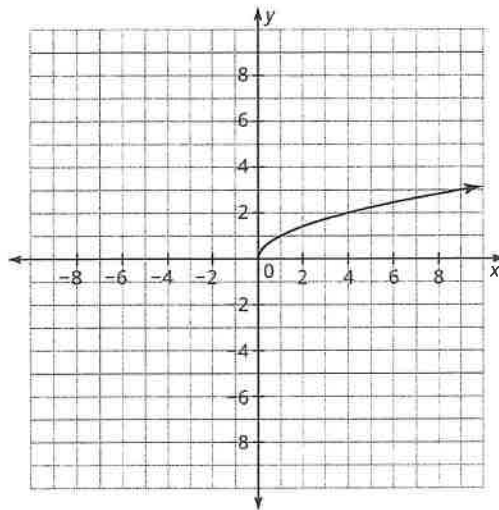
III. Transformations of Radical Functions

A. Sketch the graph of the transformation of $f(x) = \sqrt{x}$ as described in each exercise. Write the equation to describe each new function. The graph of $f(x) = \sqrt{x}$ is shown on each grid.

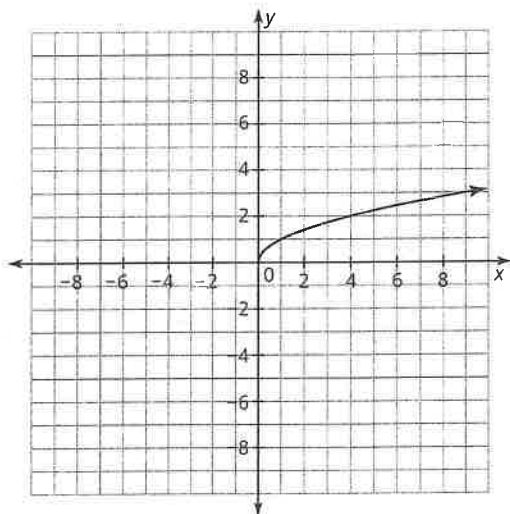
1. Translate the graph up 2 units.



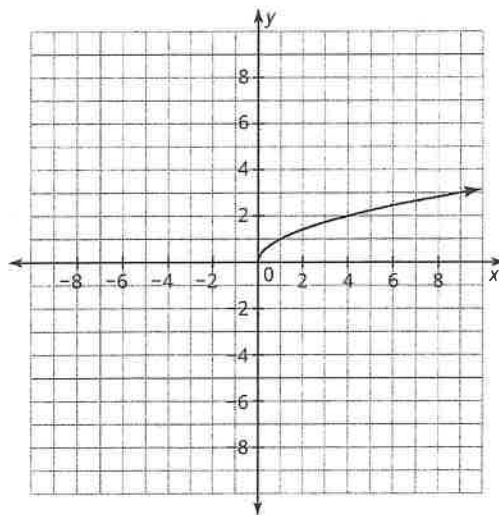
2. Translate the graph down 5 units.



3. Translate the graph to the left 4 units.

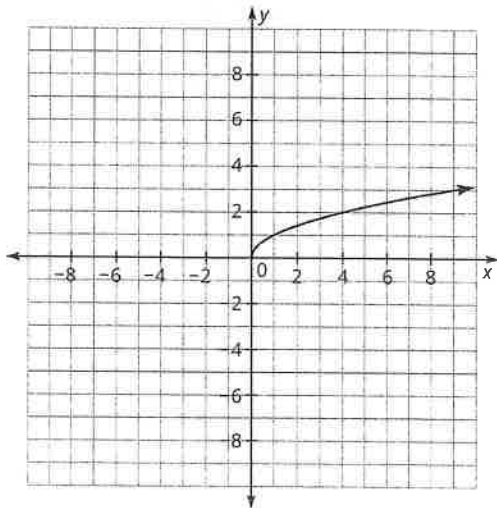


4. Translate the graph to the right 7 units.

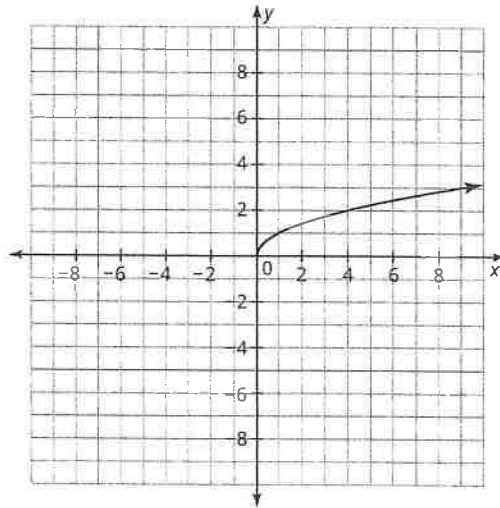


Name _____ Date _____

5. Stretch the graph vertically by a factor of 2.

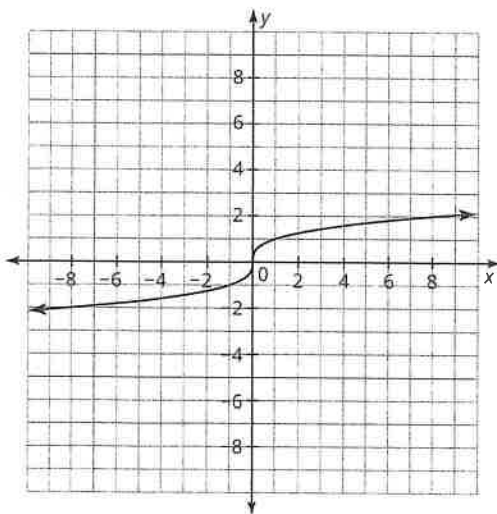


6. Reflect the graph over the x-axis.

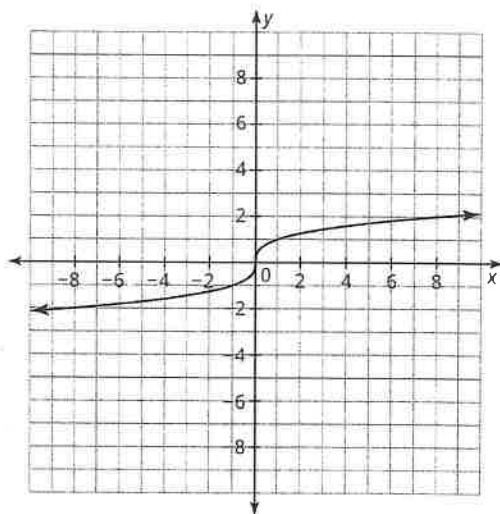


B. Sketch the graph of the transformation of $f(x) = \sqrt[3]{x}$ as described in each exercise. Write the equation to describe each new function. The graph of $f(x) = \sqrt[3]{x}$ is shown on each grid.

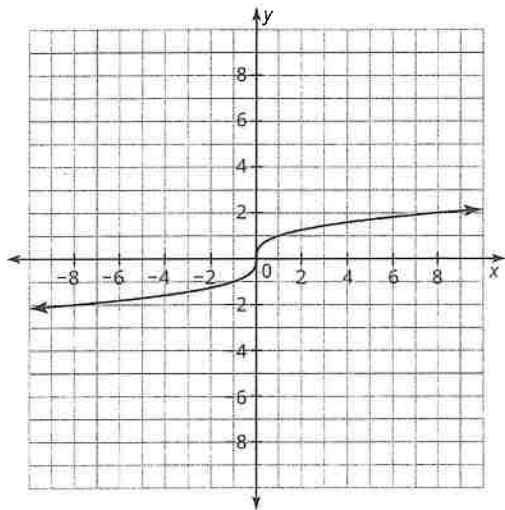
1. Translate the graph to the right 1 unit.



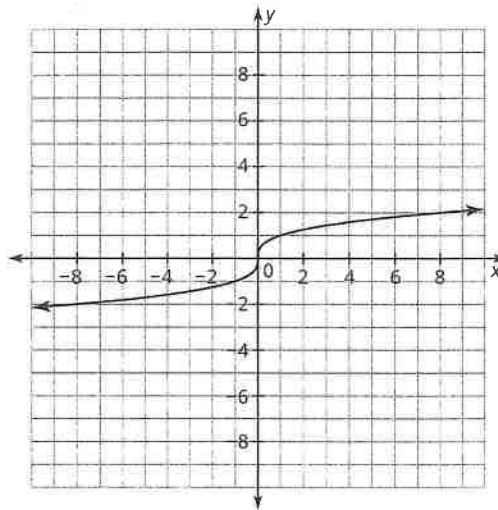
2. Translate the graph up 3 units.



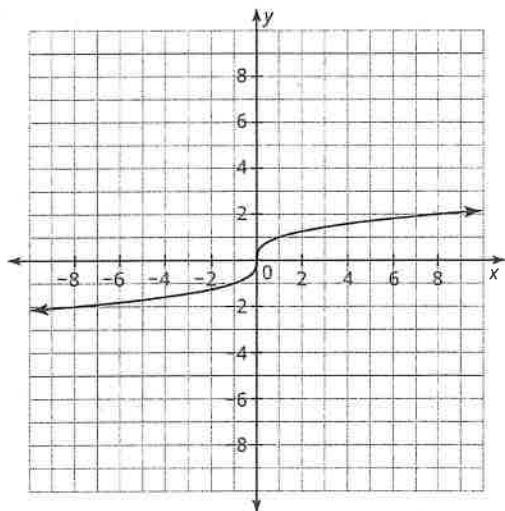
3. Translate the graph to the left 8 units.



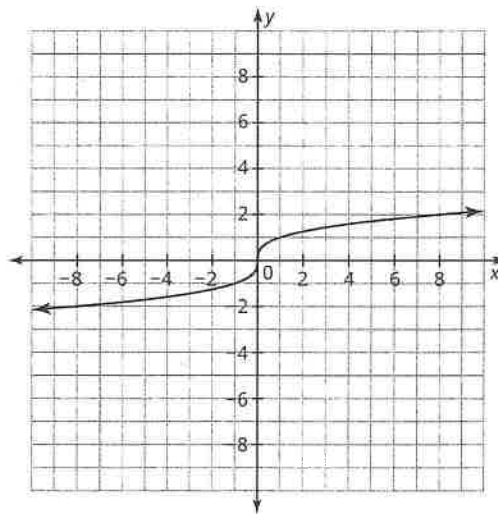
4. Translate the graph down 6 units.



5. Compress the graph vertically by a factor of $\frac{1}{4}$.



6. Reflect the graph over the y-axis.



Foot Binding

by ReadWorks



CHINESE GIRL WITH BOUND FEET.

Throughout history, women have felt the pressure to conform to their society's definition of beauty. Standards of beauty often reflect cultural values and beliefs, and women have gone to great lengths to meet these ideals. At times, women have had to take extreme measures to live up to these standards at the cost of their own well-being.

One of the most striking examples is the Chinese practice of foot binding. For centuries, small feet were considered very attractive and ladylike, and the Chinese believed they made a woman's movements more feminine and dainty. In order to attain such a coveted feature, it was common practice for young girls to break and bind their toes with the intention of shrinking their feet—a process that kept them in excruciating pain for months. Foot binding was practiced for over a millennium, until the Chinese government officially outlawed the practice in 1911.

According to the legend, foot binding began when an ancient Chinese emperor's dancer bound her feet to suggest the shape of a new moon or a flower. The emperor was impressed with her "lotus dance," and other women emulated the practice until it spread across the country. (Bound feet were

also known as lotus flowers.)

Yet the Chinese foot binding tradition officially dates back to the Tang Dynasty. It gained popularity with the rise of neo-Confucianism and a hierarchical system of subservience. Scholars who reinterpreted ancient Confucian thought believed they discovered a "lost" philosophy focusing on nature, training the mind, and cultivating discipline. In neo-Confucianism, the subjects of a kingdom were expected to serve their rulers (who were considered mothers and fathers of the country) and in turn, wives were expected to defer to their husbands, sons to fathers, and the weak to the powerful.

Zhu-Xi, an influential scholar of neo-Confucianism, contributed to the acceptance of foot binding in China. According to Zhu-Xi, the practice reflected purity and discipline. He introduced it in Fujian as a way of spreading Chinese culture and teaching about the proper way for men and women to interact.

Another factor that led to the popularity of foot binding was women's decreased involvement in civic life during the Song dynasty between 960-1279. During this period, a woman's most important task was considered giving birth to sons. Women didn't participate in politics and were infrequently seen on the streets, in comparison with the previous Tang dynasty. Some historians suggest that the diminished status of women during the Song Dynasty made foot binding more socially acceptable.

Binding usually began when a girl was between the ages of four and seven. First the foot was soaked in hot water and the toenails clipped. Then came the painful part: the four small toes were broken, and the foot was bandaged tightly with the toes turned under toward the bottom of the foot. (It was believed that young bones were soft, which is why binding started early.) In order for the girl to maintain her balance, the big toe was left unturned. Every few days, the foot was unwrapped and then wrapped again even tighter, until the foot shrunk to about four inches long. The arches were also broken, which caused the foot to contract even more. The entire process could take three years or longer, and it was so debilitating that young girls from wealthy families would often receive a servant to care for her personal needs, carry her when her feet hurt, and look after her on sleepless nights when the pain was unbearable.

Foot binding wasn't just painful. It could also be dangerous. Complications included ulcerations and gangrene, and infections caused by ingrown toenails or lack of circulation from tight bindings. Sometimes toes even fell off-though this was considered a good thing because it meant the feet could be wrapped even tighter. Bound feet also had a foul odor and left many young women hardly able to walk. Sadly, it's estimated that up to 10 percent of girls died in the process of foot binding.

Even if mothers could have objected to putting their daughters through such a tremendously painful process, social pressure likely made them willing practitioners of foot binding. Virtuous women were prized according to the tenets of Neo-Confucianism, and foot binding was the ultimate symbol of a woman's purity and discipline. The ability to withstand foot binding reflected a woman's character, and her attractiveness was revealed not in her face or body, but in her feet. A girl learned that her family's reputation was linked to the binding of her feet early in life. In fact, the process was so crucial to a woman's status in China that a girl with natural, unbound feet had limited marriage prospects, while girls with tiny, well-bound feet increased their chances of marrying into a good family and moving up in society.

Although the practice was promoted as a way to increase health and fertility, foot binding was clearly detrimental to a woman's well-being. It greatly limited a woman's ability to walk, and some women became practically crippled. Bound feet forced women to hobble around and take extremely small

steps. Many men found this shuffling sort of walk very attractive. Yet as a result of their compromised feet, women rarely participated in social or political life, often becoming very dependent on their husbands and families. Even this was seen as a virtue, for a woman who stayed at home was considered chaste and faithful to her husband.

At first glance, foot binding might seem to contradict Confucian thought, which forbids body mutilation. However, since the feet were considered a sort of accessory, foot binding fell into a different category altogether. Ironically, a practice promoted to achieve the ultimate symbol of beauty grossly disfigured women's feet. The toes often became gnarled or fused together. Many men were unaware of the disfigurement caused by foot binding because women's feet were always carefully concealed. During the day, feet were covered in a binder, socks and shoes, sprayed with perfume and scented powder, and then hidden beneath leggings and skirts. At night women wore special slippers, even while sleeping. Women were expected to wash their feet in private and separately from the rest of their bodies.

Not all Chinese practiced foot binding. It was less common among peasants and in poor communities because women were needed to work in the fields. Mongols, Hakka and Tibetans living in Chinese territory didn't bind their feet at all. In Manchu province, foot binding was outlawed. Yet because the "hobble" associated with bound feet was considered attractive, a special type of "flower bowl" shoe was invented in Manchu to give women the same swaying small steps. The shoe sat on a high platform made of wood or had a small central pedestal.

By the 20th century, both native Chinese and Christian missionaries were calling the practice of foot binding into question. Anti-foot binding reformers created natural-foot societies for members who promised not to bind their daughter's feet, or not let their sons marry women with bound feet. Many women's rights groups attacked the practice because of the suffering it caused women. Educated Chinese felt that the practice made them seem uncivilized to the rest of the world. Yet even after the government banned the practice in the early 20th century, some girls continued to bind their feet because it was such a long-held status symbol and a way for a woman to marry into money.

Today, few women with bound feet are still alive. The tiny, intricately decorated special shoes made for bound feet will be all that remains of the painful practice.

Name: _____ Date: _____

1. How did women in China bind their feet?

- A. They broke their toes and wrapped the feet tightly.
- B. They wrapped their toes together with bandages.
- C. They broke their big toe and wrapped it under the foot.
- D. They broke their toes and arches but did not wrap them.

2. What does the author mostly describe in the passage?

- A. the rising popularity of neo-Confucianism
- B. the practice of foot binding and its effects
- C. how the bones in feet naturally grow
- D. why women accept painful beauty procedures

3. In China, having bound feet was a marker of wealth and status. What evidence from the passage supports this conclusion?

- A. "Although the practice was promoted as a way to increase health and fertility, foot binding was clearly detrimental to a woman's well-being."
- B. "Virtuous women were prized according to the tenets of Neo-Confucianism, and foot binding was the ultimate symbol of a woman's purity and discipline."
- C. "According to the legend, foot binding began when an ancient Chinese emperor's dancer bound her feet to suggest the shape of a new moon or a flower."
- D. "Girls with tiny, well-bound feet increased their chances of marrying into a good family and moving up in society."

4. "During the day, feet were covered in a binder, socks and shoes, sprayed with perfume and scented powder, and then hidden beneath leggings and skirts. At night women wore special slippers, even while sleeping. Women were expected to wash their feet in private and separately from the rest of their bodies."

What is a probable reason for why women's feet always concealed?

- A. because women's feet were considered dirty
- B. because only a woman's husband could see her feet
- C. to preserve the illusion of ideal beauty
- D. because men did not like to look at feet

5. What is this passage mostly about?

- A. foot binding in China
- B. neo-Confucianism
- C. standards of beauty
- D. women in ancient China

6. Read the following sentences: "[Foot binding] greatly limited a woman's ability to walk, and some women became practically crippled. Bound feet forced women to **hobble** around and take extremely small steps. Many men found this shuffling sort of walk very attractive."

What does "**hobble**" mean as used in this sentence?

- A. to walk quickly and purposefully
- B. to walk unsteadily or with difficulty
- C. to glide forward smoothly
- D. to move in a quick, jumping motion

7. Choose the answer that best completes the sentence below.

_____ foot binding was promoted as a way to achieve ideal beauty, in reality it horribly disfigured women's feet.

- A. In conclusion
- B. Initially
- C. For instance
- D. While

8. Describe the dangers to a woman's health that were associated with foot binding.

9. Explain how having tiny, bound feet affected a woman's reputation and social standing during the height of foot binding in China.

10. Explain why Chinese mothers allowed their daughters' feet to be bound despite the pain and the dangers to their daughters' health.

Irony in Poetry

Below are passages from literature. Each passage uses irony to make a point. Write a brief paragraph explaining the irony in the passage.

The Rime of the Ancient Mariner by Samuel Taylor Coleridge

[An old seaman is telling a listener about one voyage. Here the ship has just become becalmed in the middle of the ocean, not moving and far from land. The crew has begun to run out of water to drink.]



Day after day, day after day,
We stuck, nor breath nor motion;
As idle as a painted ship
Upon a painted ocean.

Water, water, every where,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink.



Julius Caesar by William Shakespeare

Act III, Scene II

[Brutus has conspired with other senators to murder Julius Caesar. At Caesar's funeral, Mark Anthony, Caesar's true friend, delivers a funeral oration. Anthony has promised Brutus that Anthony will not blame the conspirator's for Caesar's death. Below is th beginning of Anthony's oration.]

ANTONY: Friends, Romans, countrymen, lend me your ears!
I come to bury Caesar, not to praise him.
The evil that men do lives after them,
The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious;
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it.
Here, under leave of Brutus and the rest—
For Brutus is an honorable man;
So are they all, all honorable men—
Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me;
But Brutus says he was ambitious,
And Brutus is an honorable man.
He hath brought many captives home to Rome,
Whose ransoms did the general coffers fill.
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept;

Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious,
And Brutus is an honorable man.

5. $f(x) = \sqrt[3]{x}$

translated to the left 6 units and down
3 units

6. $f(x) = \frac{2}{3}\sqrt[3]{x}$

reflected over the x-axis

7. $f(x) = \sqrt[3]{x-2} + 1$

translated to the right 7 units

8. $f(x) = -\sqrt[3]{x+4} - 3$

translated up 7 units and compressed
vertically by $\frac{1}{2}$

E. Describe how each transformation changes the domain of the function. In each exercise, $g(x)$ is a transformation of $f(x)$.

1. $f(x) = \sqrt{x}$

$g(x) = \sqrt{x-2}$

2. $f(x) = \sqrt{x-4}$

$g(x) = \sqrt{4-x}$

3. $f(x) = \sqrt{x}$

$g(x) = \sqrt{-x}$

4. $f(x) = \sqrt[3]{x}$

$g(x) = \sqrt[3]{x-3}$

5. $f(x) = \sqrt[3]{x} + 5$

$g(x) = \sqrt[3]{x} - 5$

6. $f(x) = \sqrt[3]{x}$

$g(x) = \sqrt[3]{-x}$

Name _____ Date _____

C. Describe how each graph represented by $f(x)$ would be transformed to create the graph represented by $g(x)$.

1. $f(x) = \sqrt{x+2}$
 $g(x) = \sqrt{x+2} + 5$

2. $f(x) = \sqrt{x}$
 $g(x) = \sqrt{-x}$

3. $f(x) = \sqrt{x-1}$
 $g(x) = 3\sqrt{x-1}$

4. $f(x) = -\sqrt{x} - 4$
 $g(x) = -\sqrt{x} + 4$

5. $f(x) = \sqrt[3]{x-7} + 2$
 $g(x) = \sqrt[3]{x-4} - 3$

6. $f(x) = \sqrt[3]{x+6}$
 $g(x) = \frac{1}{2}\sqrt[3]{x+6}$

7. $f(x) = \sqrt[3]{x} + 5$
 $g(x) = \sqrt[3]{-x} + 5$

8. $f(x) = \sqrt[3]{2x}$
 $g(x) = \sqrt[3]{8x}$

D. Write an equation for each function by transforming the equation as described.

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1. $f(x) = \sqrt{x}$
translated to the right 8 units and up
2 units

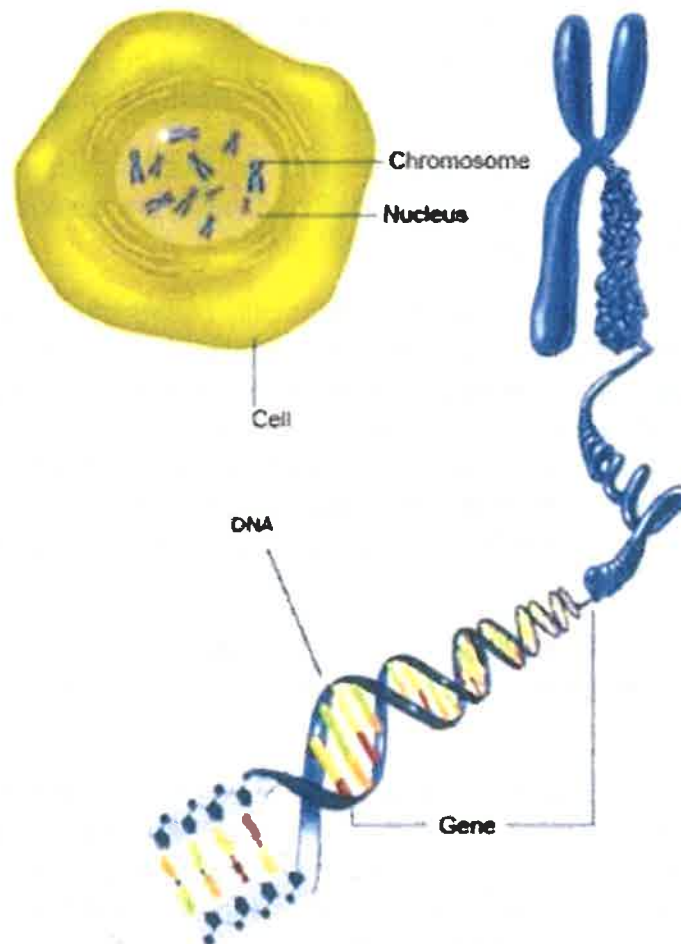
2. $f(x) = \sqrt{2x}$
reflected over the y-axis

3. $f(x) = -\sqrt{x+4}$
translated to the left 3 units and down
2 units

4. $f(x) = \sqrt{x} - 9$
translated to the right 5 units and
stretched vertically by a factor of 2

Variation of Traits

by ReadWorks



When two organisms create a third organism through reproduction, a number of variables come into play. It's a sort of complex lottery in which the third organism—the offspring of the first two—inherits a combination of the parent organisms' genetic material. The possible variations inherent in recombining the parents' DNA are very, very broad and infinitely larger than the pool of entries in the state lotto jackpot! That's why we get so much variation even within the population of a particular sexually reproducing species.

Each new organism receives two of each chromosome, and within those chromosomes, two versions of each parents' set of genes. These genes contain instructions for protein production within the body of the offspring, and the way those proteins are prescribed determines the traits of the offspring. So, although your unique collection of traits, the combination of characteristics, physical and otherwise, that make you uniquely yourself are originally the product of chance, there are machinations going on behind the scenes to which every freckle, hair and character trait can be traced.

Personality traits are another story altogether. When we think about how our personalities are formed,

we can certainly think about genes we acquired from our parents-but we also have to think about other complexly intertwined factors like environment and upbringing. For now, we'll simplify things by just focusing on the physical aspect of inherited traits. For example, if both parents exhibit the trait of red hair, their offspring have a greater chance of acquiring the genes that code for red hair. Certain traits are characteristically dominant or recessive, depending on the makeup of their alleles. This can make predicting traits tricky, but it is still very possible to estimate the likelihood, even the mathematic probability, that certain traits will manifest in the offspring of partners who exhibit those traits.

Red hair happens to be a kind of gene called incomplete dominant, which means it will blend with other genes, rather than dominate or be dominated. Since this is the case, the likeliest candidate to be coded for red hair is offspring with two red-headed parents.

It would be very, very unlikely for two parents with identically coded chromosomes to sexually reproduce. Even in the case of intrafamilial (or consanguine) pairings, which are discouraged in our society, the chromosome pairings would never be perfectly identical-that's a good thing for us as a civilization! As you will see, the absolute worst thing for our survival is for like to be paired with likes. It's in the best interests of our population that lots of different genes get mixed together in an evolutionary soup, so that many new variations on living organisms can be exposed to the environment, develop new adaptations to changing conditions, and promote the survival of the species.

Another variable that lets organism populations adapt to changing environments is mutation in genes. Sometimes, unpredictable changes in genetic code will appear within a new generation, not traceable back to a parental source.

Creators of superheroes like the X-Men and Teenage Mutant Ninja Turtles have used the idea of extreme mutation as a narrative device to invent colorful characters, bizarre scenarios, and literary metaphors. *Mutant* and *mutation* have exciting, exotic connotations to us, but actually, mutation is simply a necessary part of a species' evolution. Mutation can be something as mundane as two parents with brown eyes giving birth to a child with hazel eyes; or a type of moth whose wings are a different color from all the other moths in that species. Mutations are where new adaptations to existing or dynamic conditions are field tested in competition to whatever has worked for a population in the past. If a mutation pops up that happens to be advantageous for a particular organism within a population, that organism is more likely to survive, and therefore, more likely to procreate. Eventually, that chance mutation is reflected more widely in the community, and is passed on further to later generations. Once new challenges appear in the environment, new adaptations are likely to crop up for a fortunate few.

This is not to say that mutations are always helpful. Sometimes they are simply inconvenient, odd or unsupportable. They can even be indicative of a disruption in the environment.

Human interference in genetic coding is a pretty common practice these days. By deliberately engineering mutations in plants, most often food crops, humans can create larger, more resilient food sources. Since these "superfoods" are synthetically equipped with attributes that make them disproportionately competitive in the ecosystem they share with naturally grown food crops, they pose a threat to those populations. This is a controversial practice many food activists are working to curb.

Whether the mutation occurs naturally or is forced upon a population by biogenetic scientists, mutations are essential to the system by which ecosystems change and grow.

Name: _____ Date: _____

1. What determines the traits of offspring?

- A. food sources that have been genetically engineered
- B. literary metaphors and exciting connotations
- C. the pool of entries in the state lotto jackpot
- D. genes received from the offspring's parents

2. Mutation in the genes of an organism is a cause. What is a possible effect?

- A. The organism is less likely to be studied by scientists.
- B. The organism is more likely to find a sexual partner identical to it.
- C. The organism is more likely to resemble its parents.
- D. The organism is more likely to survive and procreate.

3. Reproduction is "a sort of complex lottery in which the third organism-the offspring of the first two-inherits a combination of the parent organisms' genetic material."

What evidence from the passage supports this statement?

- A. "The likeliest candidate to be coded for red hair is offspring with two red-headed parents."
- B. "It would be very, very unlikely for two parents with identically coded chromosomes to sexually reproduce."
- C. "*Mutant* and *mutation* have exciting, exotic connotations to us, but actually, mutation is simply a necessary part of a species' evolution."
- D. "Human interference in genetic coding is a pretty common practice these days."

4. What is a difference between physical traits and personality traits?

- A. Physical traits are mainly determined by a person's environment; personality traits are determined by both a person's genes and environment.
- B. Physical traits are mainly determined by a person's genes; personality traits are determined by both a person's genes and environment.
- C. Physical traits are mainly determined by a person's genes and environment; personality traits not determined by either a person's genes or environment.
- D. Physical traits are mainly determined by a person's genes; personality traits are determined by genetically engineered food that a person eats.

5. What is this passage mostly about?

- A. genes
- B. ecosystems
- C. the lottery
- D. personality traits

6. Read these sentences: "Red hair happens to be a kind of gene called incomplete dominant, which means it will blend with other genes, rather than **dominate** or be dominated. Since this is the case, the likeliest candidate to be coded for red hair is offspring with two red-headed parents."

What does the word "**dominate**" mean?

- A. protect or defend something from attack
- B. consume or eat a large amount
- C. overpower or be in control
- D. give up or be in the control of another

7. Choose the answer that best completes the sentence below.

A mutation may be passed down from one generation to the next, _____ when the mutation is advantageous.

- A. before
- B. never
- C. particularly
- D. on the contrary

8. Define "mutation."

Name: _____

Visual Irony

Irony often involves a marked contrast between two concepts, such as a difference in expected results and actual results or a difference in actual words and the meaning of the words.

Find the irony in the pictures below. Write a short paragraph explaining the irony.

The Elephant, the Mahout, and the Cell Phone _____



The Historical Plaque _____



The Road Signs _____



9. What can people create by engineering mutations in food crops?

10. Why might genetically engineered "superfoods" be a threat to naturally grown food? Support your answer with information from the passage.

Name _____ Date _____

IV. Rewriting Radical Expressions

A. Rewrite each expression using rational exponents.

1. $\sqrt{x^3y}$

2. $\sqrt[3]{a^2b^4c^5}$

3. $\sqrt[4]{f^3g^6}$

4. $\sqrt[5]{(x+y)^2}$

5. $\sqrt[3]{\frac{r^2s}{t^4}}$

6. $\sqrt{a^5b}$

7. $\sqrt[4]{\frac{x^2}{y^3}}$

8. $\sqrt[5]{32f^4}$

B. Rewrite each expression using radicals.

1. $u^{\frac{2}{3}}w^{\frac{5}{3}}$

2. $x^{\frac{1}{2}}y^{\frac{3}{2}}z^{\frac{7}{2}}$

3. $(a+b)^{\frac{3}{4}}$

4. $f^{\frac{4}{5}}g^{\frac{1}{5}}$

5. $r^{\frac{1}{2}}s^{\frac{3}{4}}$

6. $\frac{a^{\frac{3}{2}}b^{\frac{1}{4}}}{c^{\frac{5}{4}}}$

7. $x^{\frac{2}{5}}y^{\frac{6}{5}}$

8. $\frac{r^2s^{\frac{2}{3}}}{t^{\frac{1}{3}}u^{\frac{4}{3}}}$

Topic 1
RADICAL FUNCTIONS

C. Simplify each expression.

1. $\sqrt{x^6 y^8}$

2. $\sqrt[3]{a^3 b^{12}}$

3. $\sqrt[3]{(x-2)^6}$

4. $\sqrt[3]{(5+x)^{12}}$

5. $\sqrt{25y^8}$

6. $\sqrt{36z^4}$

7. $\sqrt{16x^{10}y^8z^2}$

8. $\sqrt{49x^{12}y^2z^6}$

9. $\sqrt[3]{27x^{15}y^9z^3}$

10. $\sqrt[4]{16x^{12}y^4z^{16}}$

Water on the Earth

by Elaine Mao



Water makes up nearly three-quarters of the Earth's surface, but it does more than just cover our planet - it also plays a vital role in shaping it.

Consider the Grand Canyon. Measuring 277 miles long, 18 miles wide and more than 1 mile deep, it is considered one of the Seven Natural Wonders of the World and attracts more than 5 million visitors per year. This geological marvel was created by the waters of the Colorado River through the processes of weathering and erosion. Weathering is the process by which moving water breaks down soil, rock and minerals, and erosion is the process by which the flowing water transports soil and rock from one spot and deposits it elsewhere. The two processes often occur in conjunction.

Weathering and erosion are very slow processes. Geologists believe the Colorado River has been flowing through the Grand Canyon for at least 17 million years, and it has been gradually shaping the canyon this entire time. The flowing water of the river and its tributaries has carved away at the rock of the Colorado Plateau, creating the sight we are familiar with today.

Caves and caverns are another example of weathering and erosion. Limestone caves, such as the Carlsbad Caverns in New Mexico, are formed when rainwater mixes with carbon dioxide in the ground and wears away at the limestone. Sea caves, which can be found along coastlines, are formed when powerful waves crash against the shore and break away chunks of rock. Ice caves are formed when glaciers melt, and the ice melt flows across the ground as a stream.

You don't have to travel very far to see the effects of weathering and erosion for yourself, though. If you've ever been to the beach, you've already seen evidence of how powerful of a force moving water can be and all you had to do was look down. The sand covering the beach is actually the

result of rocks being broken down into tiny pieces and then washed ashore by the waves.

Although weather and erosion are responsible for creating beautiful sights such as sandy beaches and the Grand Canyon, there are many negative consequences as well. Landslides are some of the most dangerous side effects of erosion. When hillsides or mountainsides are gradually worn away, they can become unstable and break down, especially when triggered by extreme weather such as floods, heavy rain or snow. Every year, landslides cause massive amounts of property damage and casualties.

Erosion is a natural process, and it is often beneficial for the planet. However, excessive erosion can cause major problems, including desertification and the ecological collapse of entire areas. If erosion happens at a pace faster than the land can regenerate itself, this can render the land desert-like and incapable of supporting life. Believe it or not, soil is actually a valuable and nonrenewable resource, as it contains nutrients and minerals crucial for agricultural productivity. It takes thousands and thousands of years to build up enough soil in a region for the land to be productive, but erosion can wear it away much faster than that, especially at the rate it has been occurring in recent decades. Over the past 40 years, the world has lost 30 percent of its agriculturally productive land as a result of erosion.

Although erosion occurs naturally at a very slow rate, human activities have sped up the process by an estimated 10 to 40 times globally. The biggest culprit is unsustainable agricultural practices and the industrialization of agriculture. The mechanized equipment used in modern agriculture allows for deep plowing of the soil. This breaks the soil into finer particles, which is desirable for agriculture because it facilitates planting and also increases the plants' access to oxygen. However, deep plowing also increases the amount of soil that is vulnerable to being washed away by erosion. Throughout much of history, plowing had to be done manually, and it was a labor-intensive process. With the mechanization of agriculture, farmers are able to plow much deeper and more often than ever before, resulting in disastrous consequences for soil quality.

The effect of erosion on soil productivity has been felt all over the world, in Africa, Asia, Australia, New Zealand, the United States and Southern and Eastern Europe. In more affluent countries, the use of artificial fertilizer has become more prevalent as a way to offset the reduction in soil quality that occurs when the nutrient-rich layers of topsoil are washed away. However, this in turn has created a new set of problems. Over-application of fertilizer is common, and much of the excess gets washed away and transported to nearby bodies of water, where the nutrients in the fertilizer can upset the local ecosystem.

Deforestation has also played a role in the rapid increase in erosion globally. Trees and plant roots naturally bind the soil and anchor it to prevent too much from being washed away. They also provide cover and reduce the speed at which rain hits the ground, absorbing much of the impact. This allows the water to trickle to the ground and absorb slowly, rather than flow over the surface and wash away the soil. Deforestation of lands for agriculture and development has rendered large regions of the world unproductive. The effect is amplified in areas that are used for urban development, where the ground is covered with a layer of asphalt or concrete. These surfaces make it difficult for water to penetrate the ground, and increase the volume of runoff to surrounding areas. In addition, the runoff from urban areas is often polluted with fuel, oil and other chemicals.

Lastly, climate change has led to more extreme climate events, including extreme rainfall and hurricanes. Scientists predict that increased rainfall intensity and quantity will lead to greater rates of

erosion. Rising sea levels have also increased the rate of coastal erosion, which has been increasingly problematic for low-lying developed areas along the coast, such as in Florida and Hawaii.

As erosion has become a bigger problem in past decades, scientists have been working to better understand the phenomenon. In 1965, American scientists came up with the Universal Soil Loss Equation, a way to estimate soil erosion by raindrop impact and surface runoff. The mathematical equation has since been applied all over the world, helping scientists predict which conservation measures will have the greatest impact on reducing soil loss.

Scientists have found that the most effective way to reduce soil loss from erosion is to increase the amount of vegetative cover (from grass, plants and trees, for example) on the ground. In recent years, there has also been a gradual shift toward more ecologically conscious agricultural practices. Societies around the world have begun to feel the devastating effects of decades of unsustainable agricultural practices and deforestation, and many have started taking preventative measures. As the consequences of modern industrial agriculture have become apparent, farmers have been encouraged to take steps to reduce erosion. It is now considered good practice to minimize plowing of the land to preserve the integrity of the soil. Crop rotation is a good alternative: planting different kinds of crops can improve soil structure and keep the soil enriched with necessary nutrients and minerals, and with better soil, frequent plowing becomes less necessary.

However, despite all measures to prevent soil loss, it's important to remember that humans will never have complete control over the processes of weathering and erosion. Water will continue to shape the world we live in, sometimes for better and sometimes for worse, and it's up to us to simply make the best of it.

Name: _____ Date: _____

1. What are the processes by which water can shape the Earth?
 - A. deforestation and climate change
 - B. weathering and erosion
 - C. soil productivity and fertilization
 - D. deep plowing and agriculture

2. What does the author list and describe in the passage?
 - A. the positive effects of industrialization
 - B. the tourism industry around the Grand Canyon
 - C. the history of climate change
 - D. the ways that moving water can shape and change the land

3. Excess erosion can be a large problem. What details from the text support this conclusion?
 - A. Rapid erosion can leave the land desert-like and unable to sustain life.
 - B. Beautiful and massive structures like the Grand Canyon are made by erosion.
 - C. The Universal Soil Loss Equation estimates soil erosion by raindrop impact and surface runoff.
 - D. Weathering and erosion turn rocks into sand.

4. How does the author present the Grand Canyon and the Carlsbad Caverns?
 - A. as effects of landslides
 - B. as geological mysteries
 - C. as negative effects of erosion
 - D. as positive effects of erosion

5. What is the main idea of this passage?
 - A. Erosion is a natural process, and it is often beneficial for the planet.
 - B. Agricultural practices and industrialization are changing to address the issues of erosion.
 - C. Erosion and weathering are powerful effects of water that can have harmful effects.
 - D. Deforestation has played a role in the rapid increase in erosion globally.

6. Read the following sentences: "In recent years, there has also been a gradual shift toward more ecologically conscious agricultural practices. Societies around the world have begun to feel the devastating effects of decades of **unsustainable** agricultural practices and deforestation, and many have started taking preventative measures."

As used in the passage, what does the word "**unsustainable**" mean?

- A. dangerous to farmers
- B. not able to be maintained
- C. very important
- D. unhealthy to animals

7. Choose the answer that best completes the sentence below.

Human activities have sped up the process of erosion by an estimated 10 to 40 times globally. _____, farmers have been encouraged to take steps to reduce erosion.

- A. Before
- B. Since
- C. Consequently
- D. Because

8. Describe how the Grand Canyon formed.

9. What are some of the main reasons for the large global increase in the rate of erosion?

10. Has the rapid rise of erosion rates been adequately recognized by farmers and scientists as a problem? Use specific evidence from the passage to support your answer.

Situational Irony vs. Dramatic Irony

Below are two scenarios that have ironic twists. One features situational irony; the other displays dramatic irony. Read each passage carefully. Write a paragraph for each passage, identifying the type of irony used and why it would be called that type of irony.

1 William wanted to try for the basketball team. His parents would not allow him to until he had a B average in all of his classes. Despite his best efforts, William could not get higher than a C in biology.

Tryouts were scheduled for Friday, and the quarter grades had not been posted yet. On Wednesday William talked to his biology teacher, Mrs. Simpson, and pleaded with her to give him a B. She promised she would think about it and let him know.

On Thursday morning Mrs. Simpson emailed William's mother and explained she could not give William a B; he must earn it. William's mother read the email and called William's father.

That afternoon Mrs. Simpson tells William he'll be getting a C. John decided that he would tell his parents he's getting a B and go to the tryouts. He'll know if he has made the team by the time the official grades come out. If he's made the team, perhaps he can convince his parents to let him continue on the basketball team.

At dinner Thursday night William tells his parents he's made a B in biology. He's quite surprised when his announcement is met by stunned silence.

2 Louisa had just had her hair done for the prom. As she arrives home, it begins to rain. She covers her head with her raincoat. She can't see anything, but she knows her way around her own home! As she enters the backyard to go into the back door, she trips over the lawn furniture and falls into the swimming pool.

V. Solving Radical Equations

A. Solve each equation. Check for extraneous solutions.

1. $\sqrt{3x} = 6$

2. $\sqrt{4x} = 8$

3. $\sqrt[4]{5x-1} = 2$

4. $\sqrt[5]{3x-3} = 2$

Name _____ Date _____

5. $2\sqrt[3]{x} + 5 = 1$

6. $4\sqrt[5]{x} + 5 = -3$

7. $\sqrt{10x-1} - 7 = -5$

8. $\sqrt{9x+3} - 11 = -8$

B. Solve each equation. Check for extraneous solutions.

1. $3 + x = \sqrt{4x+9}$

2. $x - 4 = \sqrt{2x-9}$

3. $2x - 2 = \sqrt{x+2}$

4. $x + 2 = \sqrt{3x+10}$

5. $x = \sqrt[3]{2x^2 + 8x}$

6. $-x = \sqrt[3]{x^2 - 12x}$

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7. $\sqrt{3x-5} = 1 - \sqrt{2x}$

8. $\sqrt{x+1} = \sqrt{2x+1} + 2$

9. $x^{\frac{1}{3}} - 4 = 0$

10. $(2x+5)^{\frac{1}{2}} = 7$

11. $(4x-1)^{\frac{1}{3}} - 2 = 3$

12. $(x+1)^{\frac{1}{2}} - 3 = -6$

13. $(x+2)^{\frac{1}{2}} = (10-3x)^{\frac{1}{2}}$

14. $(2x-1)^{\frac{1}{2}} = -(x+6)^{\frac{1}{2}}$

15. $(x+1)^{\frac{1}{2}} + x^{\frac{1}{2}} = 5$

16. $x + (x+13)^{\frac{1}{2}} = 7$

Name: _____

Warm Up to Irony!

Remember:
irony is a statement where the actual meaning is different from the literal meaning or a situation where the result is different than expected.

I. Which is a Irony?

Write Y in the blank if the statement has irony.
Write N in the blank if it is not ironic.

- _____ We named our St. Bernard "Mouse."
- _____ Nothing is certain but death and taxes.
- _____ What a great day; I wrecked my car and got fired.
- _____ Jake's mother watched him play video games and said "I'm glad you're doing your homework."
- _____ All's well that ends well.

II. Irony Match

Match an event from the first column with an event from the second column to create irony.

- | | |
|---------------------------------------|--------------------------------|
| _____ buy a bus pass | A. a hurricane floods the city |
| _____ win the lottery | B. oversleep and miss school |
| _____ remodel your house | C. win a car |
| _____ stay up late to finish homework | D. lose the winning ticket |

III. Explain the Irony

Briefly explain the irony in each statement below.

1. Liz parked her new car in two spaces at the mall so it wouldn't get dings. Because she was illegally parked, her car was towed and the tow truck was in an accident. Her car was totaled.

2. For Christmas, Reuben sold his gaming system to buy his girlfriend a special outfit for her to wear to a concert with her friends. Eloise sold her concert ticket to buy Reuben a new game.

Name: _____

A Tale of Two Cities: The Beginning

Charles Dickens wrote *A Tale of Two Cities* which was published in 1859. The novel takes place in Paris and London before and during the French Revolution. Through the actions of the characters, Dickens compares the social and political situations of the two cities. Below are the opening paragraphs of the book.



A Tale of Two Cities

by Charles Dickens

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way—in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

There was a king with a large jaw and a queen with a plain face, on the throne of England; there were a king with a large jaw and a queen with a fair face, on the throne of France. In both countries it was clearer than crystal to the lords of the State preserves of loaves and fishes, that things in general were settled for ever.

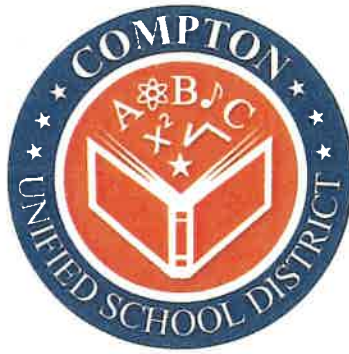
Answer the following questions.

1. Dickens starts the novel with a series of seeming contradictions, e.g. “it was the age of wisdom, it was the age of foolishness.” How do you think the time can be both?
2. In the passage the author states “the period was so far like the present period.” He sees the time of the opening of the book (1775) is the same as his own time (1859). Using the best/worst descriptions in the first paragraph, state a similarity you see between 1775 and today.
3. Dickens refers to the “lords of the State preserves” who believe that “things in general were settled for ever.” Who do you think these lords are, and what things are settled?

1. The distance between any two points on a coordinate grid, d , can be calculated by using the equation $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$, where (x_1, y_1) represents the coordinates of one point and (x_2, y_2) represent the coordinates of the other point. Identify the point(s) on the x -axis $(x, 0)$, that is (are) exactly 8 units from the point $(2, -3)$.
2. The distance between any two points on a coordinate grid, d , can be calculated by using the equation $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$, where (x_1, y_1) represents the coordinates of one point and (x_2, y_2) represent the coordinates of the other point. Identify the point(s) on the y -axis $(0, y)$, that is (are) exactly 5 units from the point $(-3, -4)$.
3. The radius of a circle on a coordinate grid that is centered at the origin, r , can be calculated by using the equation $r = \sqrt{x^2 + y^2}$, where x represents the x -coordinate and y represents the y -coordinate of a point on the circle. Determine the x -coordinate(s) of a point(s) $(x, 6)$ on a circle with a radius of 8.

Name _____ Date _____

4. The minute you drive a newly purchased car off the lot, its resale value drops immediately. The equation $r = 1 - \sqrt[3]{\frac{v}{c}}$ models a car's immediate resale value, where v represents the immediate resale value of the car, c represents the original cost of the car, and r represents the depreciation rate. Determine the immediate resale value of the car if the original cost was \$29,500 and the depreciation rate is 7%. Round your answer to the nearest cent.
5. The speed, in meters per second, of a tsunami can be determined by using the formula, $s = \sqrt{9.8d}$, where d is the depth of the ocean in meters. Suppose a tsunami is traveling at a speed of 8.3 kilometers per second. How deep is the ocean at that point? (HINT: 1 kilometer = 1000 meters)
6. Melissa deposited \$2580 in an account 3 years ago. The interest is compounded once a year, and the equation $r = \sqrt[3]{\frac{A}{2580}} - 1$, where A is the current balance, can be used to calculate the interest rate. If the interest rate is 3.5%, how much does Melissa currently have in her account? Round your answer to the nearest cent. (HINT: Write the interest rate as its decimal equivalent before substituting it into the equation.)



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



ClassLink is a secure login solution for students and staff. It allows students to log in to their accounts from any device with internet access.





**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





**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





**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





**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 Layer
Coniston Unified School District Single Sign-On





**GRADES
6-8
ELA/ELD**

PROGRAM INFORMATION

Description

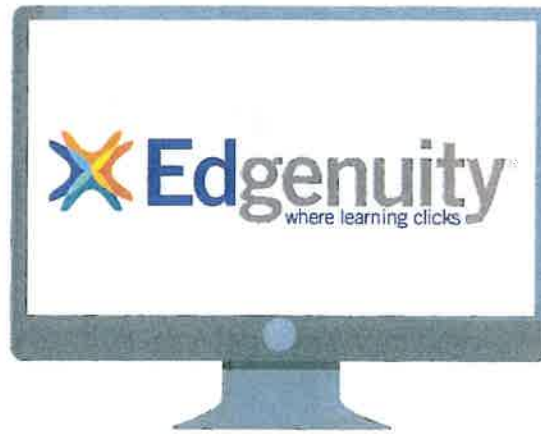
Collections/My HRW (6th-8th grade) is proven effective at creating thoughtful, passionate readers in the classroom. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content. Students have the tools they need to think critically, 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





**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

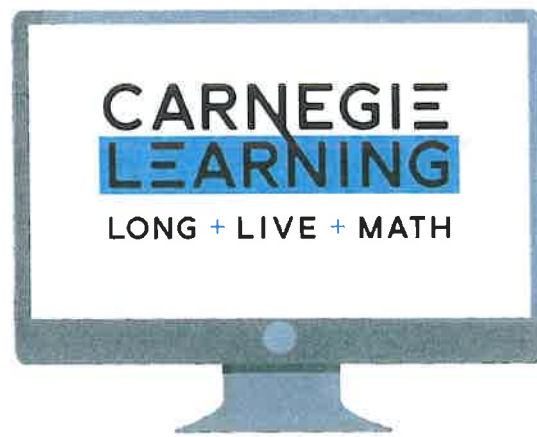
Students can log in to Edgenuity on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



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Compton 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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**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



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**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



CUUSD Application Letter
Compton Unified School District 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

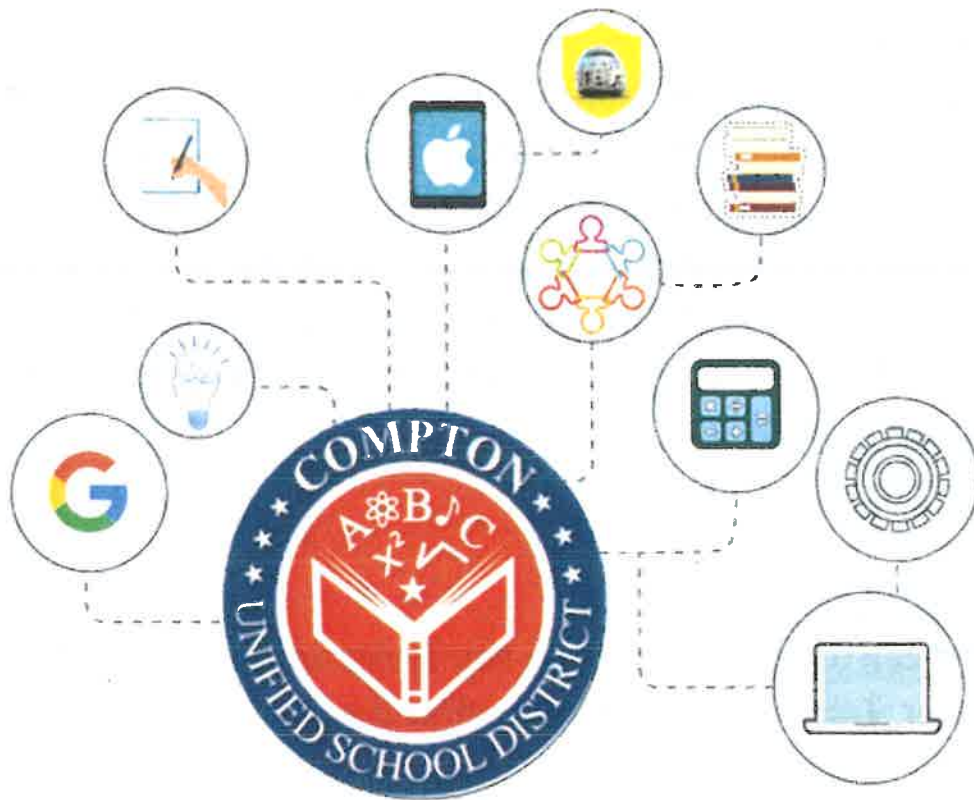


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COMPTON UNIFIED SCHOOL DISTRICT

Department of Educational Technology



**FOR SUPPORT
CONTACT THE EDTECH DEPARTMENT
edtech@compton.k12.ca.us**