Compton USD Learning Packet #7

Ninth Grade

9th Grade Learning Packet

TABLE OF CONTENTS

Week 8

Day	Lesson	Date Completed
1	1) Grammar Worksheet #1	
	2) HMH Math-19.3 Reteach: Providing Lines and Parallel	
	3) Science, Read pp. 155, "What is the Role of Plants in Ecosystems"	
	4) ELD-1) Read-Bay Area girls stream into summer coding camps 2) Complete Day 1 Vocabulary Prediction Worksheet	
2	1) Grammar Worksheet #2	
	2) HMH Math-19.3 Practice and Problem Solving *Modified*	
	3) Science - Define on paper: *ecosystem* and *producers*	
3	1) Grammar Worksheet #3	
	2) HMH Math-19.3 Practice and Problem Solving A/B	
	3) Science - Define on paper: *consumers* and *decomposers*	
	4) ELD-1) Reread article 2) Answer Text-Dependent Questions	
4	1) Grammar Worksheet #4	
	2) HMH Math-19.3 Practice and Problem Solving: C	
	3) Science - Read pp. 156 and Define on paper, *food chain, photosynthesis,* and *chlorophyll*	
5	1) VAPA - Famous Art Recreation	
	2) HMH Math-19.3 Reading Strategies: Using a Graphic Organizer	
	3) Science - Answer question on paper, *"Why are plants important sources of energy for an ecosystem?"*	
	4) ELD-Writing-Respond to Writing Prompt: Is a coding career in my future?	

Name _____ Date _____

7 ADVERBS

An adverb is a word that modifies a verb, an adjective, or another adverb.
When an adverb modifies a verb, it will answer one of the following questions: *Where? When? In what way? To what extent?* See the examples below.

Where?	The book was here.
When?	He never walked the dog.
In what way?	Thomas gently corrected her.
To what extent?	They completely lost track of time.

Practice A Recognizing Adverbs

Read each sentence. Then, write the adverb in each sentence.

Example: She ran quickly to the car.
Answer: quickly

1. He yelled loudly when he broke his rib. _____
2. That child can sleep anywhere. _____
3. I want to travel abroad. _____
4. Moles live underground. _____
5. He accidentally spilled his milk. _____
6. Shane always flosses his teeth. _____
7. I finally finished that letter. _____
8. I will see you soon. _____
9. The package will come tomorrow. _____
10. Leila smiled cheerfully. _____

Practice B Identifying Adverbs and the Words They Modify

Read each sentence. Then, write the adverb and the word or words it modifies.

Example: I will arrive eventually.
Answer: eventually—will arrive

1. Juan is utterly wonderful. _____
2. That bell seldom rings. _____
3. Young professionals are upwardly mobile. _____
4. I sometimes appreciate cold weather. _____
5. He usually arrives about this time. _____
6. Miss Graski practices her cello often. _____
7. The hawk dropped swiftly from the sky. _____
8. She practices medicine thoughtfully. _____
9. Ava will move to Chicago soon. _____
10. He was mortally wounded. _____

Writing and Speaking Application

Write a three-sentence description of how to do something, using at least three adverbs. Circle the adverbs. Then, take turns reading your sentences with a partner. Your partner should listen for and name the adverbs in your sentences. Then, switch roles with your partner.

Name _____ Date _____ Class _____

LESSON 19-3

Proving Lines are Parallel

Reteach

To prove that lines cut by a transversal are parallel, show that
two alternate interior angles are congruent.
two corresponding angles are congruent.
two same side interior angles are supplementary.

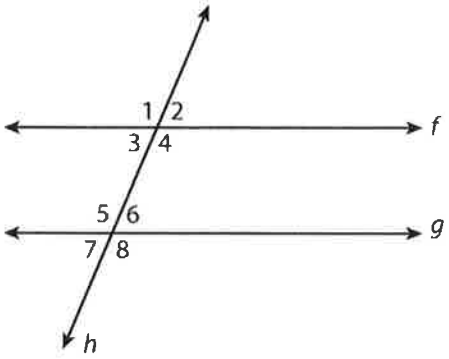
f and *g* are parallel lines if:

$\angle 3 \cong \angle 6$ $\angle 4 \cong \angle 5$

$\angle 3 \cong \angle 7$ $\angle 5 \cong \angle 1$

$\angle 2 \cong \angle 6$ $\angle 4 \cong \angle 8$

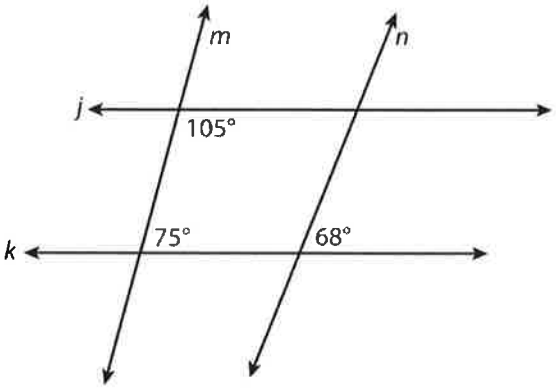
$m\angle 3 + m\angle 5 = 180°$ or $m\angle 4 + m\angle 6 = 180°$



Use the figure to answer questions 1 and 2.

1. Is *m* parallel to *n*? Why or why not?

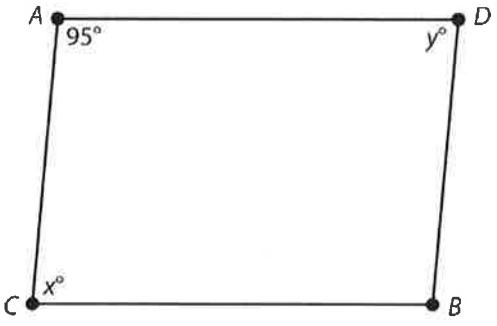
2. Is *j* parallel to *k*? Why or why not?



Use the figure to answer questions 3 and 4.

3. For $\overline{AD}$ to be parallel to $\overline{CB}$, the value of x must be _____.

4. For $\overline{AC}$ to be parallel to $\overline{DB}$, the value of y must be _____.



Name _____ Date _____

8 PREPOSITIONS AND PREPOSITIONAL PHRASES

A preposition relates the noun or pronoun that appears with it to another word in the sentence. A prepositional phrase is a group of words that includes a preposition and a noun or pronoun.

Prepositions show relationships that involve location, direction, time, cause, or possession—for example, *above*, *toward*, *since*, and *of*. Prepositions come at the beginning of prepositional phrases; the phrases include the preposition and a noun or pronoun that is called the object of the preposition.

Practice A Identifying Prepositions and Prepositional Phrases

Read each sentence. Then, write the prepositional phrase in each sentence, and underline the preposition.

Example: Most kids in that school do well.
Answer: in that school

1. Put the book on the table. _____
2. That son of Tricia's is still small. _____
3. Be here in the morning. _____
4. There was a competition between the two brothers. _____
5. Henry puts the dishes in the sink. _____
6. Lola lives in San Diego. _____
7. I found the shoe under the bed. _____
8. Juanita studied into the night. _____
9. Don't leave without your hat. _____
10. I found a ring on the beach. _____

Practice B Identifying Prepositions and Their Objects

Read each sentence. Then, underline the preposition and circle the object of the preposition.

Example: The bridge goes over the river.
Answer: The bridge goes over the (river.)

1. The children return at sunset.
2. The flight was delayed because of an equipment problem.
3. The family had a party in the park.
4. I want to live near the ocean.
5. The whale is moving toward the shore.
6. The new suit should last for years.
7. Ted is the son of a musician.
8. Liz is walking to work.
9. She says she concentrates better with music.
10. I use the bus for transportation.

Writing and Speaking Application

Write four sentences with a prepositional phrase in each. Underline the prepositions. Then, find a partner. Your partner should listen for and name the prepositional phrases. Together, identify the objects of the prepositions. Then, switch roles with your partner.

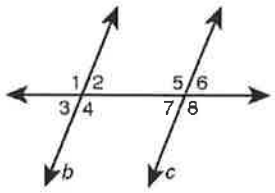
Name _____ Date _____ Class _____

LESSON 19-3

Proving Lines Are Parallel

Practice and Problem Solving: Modified

Use the figure for Problems 1 and 2. Given the information in each exercise, state the reason why lines *b* and *c* are parallel. The first one is done for you.



1. $\angle 4 \cong \angle 8$

   Conv. of Corr. ∡s Thm.

2. $m\angle 3 = 68°$, $m\angle 7 = (5x + 3)°$, $x = 13$

Fill in the blanks to complete these theorems about parallel lines. The first one is done for you.

3. The Converse of the Corresponding Angles Theorem states that if two lines are cut by a transversal so that a pair of corresponding angles are congruent, then the two lines are **parallel**.

4. If two coplanar lines are cut by a _____ so that a pair of alternate interior angles are _____, then the two lines are parallel.

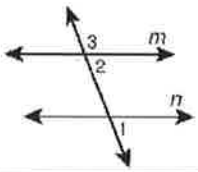
5. If two coplanar lines are cut by a transversal so that a pair of same-side interior angles are _____, then the two lines are parallel.

6. Shu believes that a theorem is missing from the lesson. His conjecture is that if two coplanar lines are cut by a transversal so that a pair of same-side exterior angles are supplementary, then the two lines are parallel. Complete the two-column proof with the statements and reasons provided. The first one is done for you.

Given: $\angle 1$ and $\angle 3$ are supplementary.

Prove: $m \parallel n$

Proof:



$m \parallel n$
$\angle 2$ and $\angle 3$ are supplementary.
Given
$\cong$ Supps. Thm.

Statements	Reasons
1. $\angle 1$ and $\angle 3$ are supplementary.	1. a. **Given.**
2. b. _____	2. Linear Pair Thm.
3. $\angle 1 \cong \angle 2$	3. $\cong$ Supps. Thm.
4. c. _____	4. Conv. of Corr. ∡s Post.

Name _____ Date _____

9 CONJUNCTIONS

A conjunction is a word used to connect words or groups of words.

There are three main kinds of conjunctions: coordinating, correlative, and subordinating. These types of conjunctions are described in more detail in the following chart.

Coordinating conjunctions	There are only seven. They connect similar parts of speech or groups of words that have equal grammatical weight.	and, but, for, nor, or, so, yet
Correlative conjunctions	There are only five, and they are paired. They join elements of equal grammatical weight.	both...and; either...or; neither...nor; not only...but also; whether...or
Subordinating conjunctions	There are many. They join two complete ideas by making one of the ideas dependent upon the other.	after, because, although, as if, as long as, so that, whenever, when, where, as though, in order that, while

Practice A Identifying Conjunctions

Read each sentence. Then, underline the conjunctions. If a sentence has a correlative conjunction, remember to underline both parts.

Example: Neither I nor my employees will attend that event.
Answer: Neither I nor my employees will attend that event.

1. I love skiing, but my knees hate it.
2. We will either take the car or take the bus.
3. I love apples and bananas.
4. Do you want a sandwich or some leftovers?
5. I like dessert after I eat dinner.
6. She eats lunch at her desk when she has to.
7. Lukas wanted to help, but he didn't have time.
8. He will study either Spanish or French.
9. Fred likes not only soccer but also basketball.
10. While I load the dishwasher, you put the food away.

Practice B Identifying Kinds of Conjunctions

Read each sentence below. Then, write the conjunction from each sentence, and label it as coordinating, correlative, *or* subordinating.

Example: She likes to knit while she watches TV.
Answer: while—subordinating

1. I like to eat spicy food, yet it bothers my stomach. _____
2. She was awake but drowsy. _____
3. While Jack washed the car, Jill mowed the lawn. _____
4. I walk the dog, but the cat walks herself. _____
5. You can have either chocolate or vanilla _____
6. Michelle and James are getting married. _____
7. I have to go to the doctor whether I like it or not. _____
8. Do you prefer flat shoes or heels? _____
9. Kaya listens to music while she does homework. _____
10. I want to play soccer, but my knee can't take the strain. _____

Writing and Speaking Application

Write three sentences: one that uses a coordinating conjunction, one that uses a correlative conjunction, and one that uses a subordinating conjunction. Read your sentences to a partner, who should identify the type of conjunction used in each sentence. Then, switch roles.

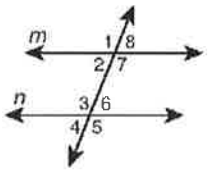
Name _____ Date _____ Class _____

LESSON 19-3

Proving Lines Are Parallel

Practice and Problem Solving: A/B

Use the figure for Problems 1–8. Tell whether lines *m* and *n* must be parallel from the given information. If they are, state your reasoning. (*Hint:* The angle measures may change for each problem, and the figure is for reference only.)



1. $\angle 7 \cong \angle 3$

2. $m\angle 3 = (15x + 22)°$, $m\angle 1 = (19x - 10)°$, $x = 8$

3. $\angle 7 \cong \angle 6$

4. $m\angle 2 = (5x + 3)°$, $m\angle 3 = (8x - 5)°$, $x = 14$

5. $m\angle 8 = (6x - 1)°$, $m\angle 4 = (5x + 3)°$, $x = 9$

6. $\angle 5 \cong \angle 7$

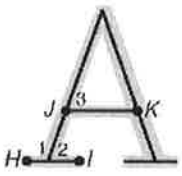
7. $\angle 1 \cong \angle 5$

8. $m\angle 6 = (x + 10)°$, $m\angle 2 = (x + 15)°$

9. Look at some of the printed letters in a textbook. The small horizontal and vertical segments attached to the ends of the letters are called *serifs*. Most of the letters in a textbook are in a serif typeface. The letters on this page do not have serifs, so these letters are in a sans-serif typeface. (*Sans* means "without" in French.) The figure shows a capital letter *A* with serifs. Use the given information to write a paragraph proof that the serif, segment $\overline{HI}$, is parallel to segment $\overline{JK}$.

Given: $\angle 1$ and $\angle 3$ are supplementary.

Prove: $\overline{HI} \parallel \overline{JK}$



Name _____ Date _____

10 INTERJECTIONS

An interjection is a word that expresses feeling or emotion and functions independently of a sentence.

Interjections are different from most other words because they do not have a grammatical connection to other words in a sentence. Some common interjections are shown in the table below.

ah	dear	hey	oh	well
aha	goodbye	hello	ouch	whew
alas	goodness	hurray	psst	wow

Practice A Identifying Interjections

Underline the interjection in each item.

Example: Ugh! I will have to work a long time to fix that.
Answer: Ugh! I will have to work a long time to fix that.

1. Oh! I love this movie!
2. Goodness! You scared me.
3. Pssst, are you awake?
4. Tsk-tsk, you should not be doing that.
5. Ouch! I think I sprained my wrist.
6. Hurray! We won the game!
7. Alas, the ship was not seaworthy.
8. Whew! That was a close call!
9. Congratulations! I am so proud of you!
10. Whoa! You are driving too fast!

Practice B Supplying Interjections

Read each sentence. Then, write an interjection that shows the feeling expressed in the sentence.

Example: _____ I love this dessert!
Answer: Yum!

1. _____ People are trying to study.
2. _____ I had a terrible day.
3. _____ I'm scared of mice.
4. _____ That casserole looks pretty bad.
5. _____ The superhero took one on the chin.
6. _____ You win some, and you lose some.
7. _____ You must be very happy.
8. _____ I'm feeling pretty discouraged.
9. _____ The tray slipped off the counter.
10. _____ How have you been?

Writing and Speaking Application

Write four sentences, each using an interjection. Circle the interjections. Then, take turns reading your sentences with a partner. Your partner should listen for and name the interjections in your sentences. Then, switch roles with your partner.

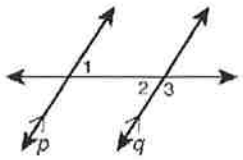
Name _____ Date _____ Class _____

LESSON 19-3

Proving Lines Are Parallel

Practice and Problem Solving: C

1. $p \parallel q$, $m\angle 1 = (6x + y - 4)°$, $m\angle 2 = (x - 9y + 1)°$, $m\angle 3 = (11x + 2)°$ Find x, y, and the measures of $\angle 1$, $\angle 2$, and $\angle 3$.

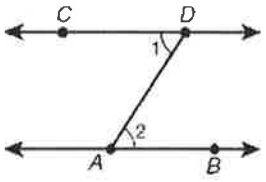


2. A definition of parallel lines is "two coplanar lines that never intersect." Imagine railroad tracks or the strings on a guitar. Another way to think about parallel lines is that they extend in exactly the same direction. Or to say it more mathematically, if a third line intersects one line in a right angle and intersects a second line in a right angle, then the first and second lines are parallel. Use this last definition as the final step in a paragraph proof of the following.

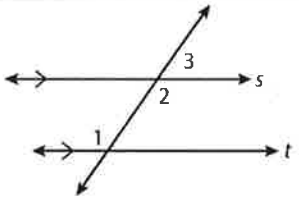
Given: The sum of the angle measures in any triangle is 180°; $\angle 1 \cong \angle 2$

Prove: $\overleftrightarrow{AB}$ and $\overleftrightarrow{CD}$ are parallel lines.

(*Hint*: First draw line $\overleftrightarrow{AE}$ so it forms a 90° angle with $\overleftrightarrow{AB}$. This step can be justified by the Protractor Postulate. On the figure, label the intersection of $\overleftrightarrow{AE}$ and $\overleftrightarrow{CD}$ point *F*.)



3. $s \parallel t$, $m\angle 1 = (3x - 6)°$, $m\angle 2 = (5x + 2y)°$, $m\angle 3 = (x + y + 6)°$; Find x, y, and the measures of $\angle 1$, $\angle 2$, and $\angle 3$.



Assignment Title: Famous Art Recreation

Student Instructions

Famous Art Recreation

Find a famous painting. Recreate that painting at home, using objects that you have around. You may be in the painting, or even use a pet, your family members, etc.

Upload both the original and your recreation for side by side comparison

Helpful Information: the "layout" app will help you put two images side by side, "Terrible Art Found in Charity Shops" Facebook group has tons of examples of people doing this, a Google search of "Famous Art Recreation Challenge" will give you lots of examples too

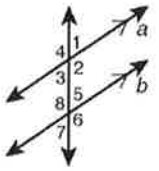
Name _____ Date _____ Class _____

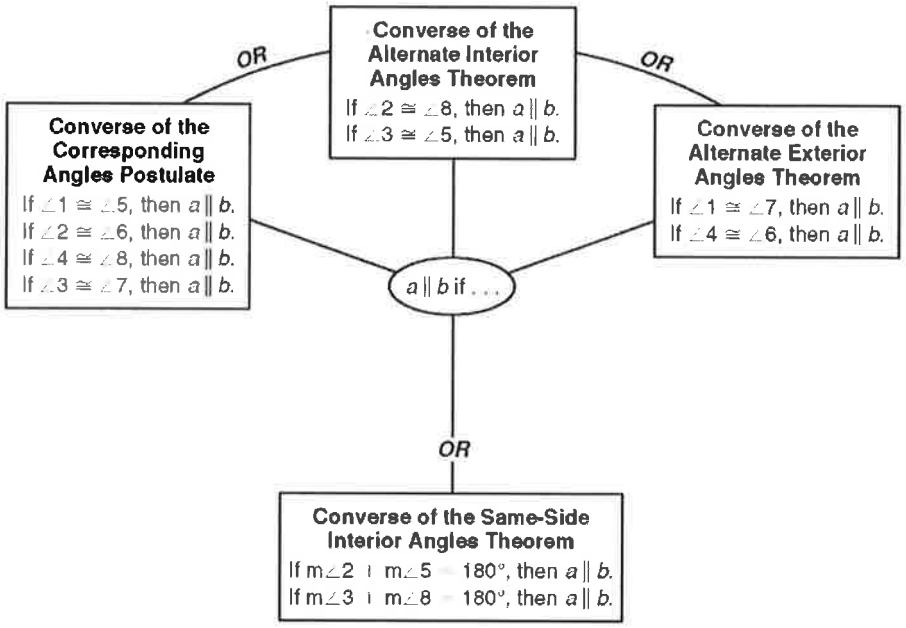
LESSON 19-3

Proving Lines Are Parallel

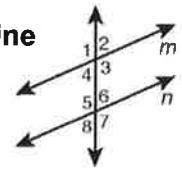
Reading Strategies: Use a Graphic Organizer

Line *a* and line *b* are parallel. This can be proven in four different ways.





In Problems 1–4, use the given information to determine the theorem or postulate that proves *m* || *n*.



1. ∠1 ≅ ∠7

2. m∠4 + m∠5 = 180°

3. ∠5 ≅ ∠3

4. ∠8 ≅ ∠4

5. If m∠1 = 47° and m∠5 = 49°, are the lines parallel? Explain.

6. If m∠3 = 119°, what does the measure of ∠6 need to be to prove *m* || *n*?

Lesson 25

WHAT IS THE ROLE OF PLANTS IN ECOSYSTEMS?

WORDS TO KNOW

ecosystem
producer
consumer
decomposer
chlorophyll
photosynthesis

THE BIG IDEA

- Photosynthesis drives the flow of matter and energy in ecosystems.

WHAT I NEED TO KNOW

Before soccer practice, a student eats an apple for a quick burst of energy. How is an apple responsible for the students' performance in practice?

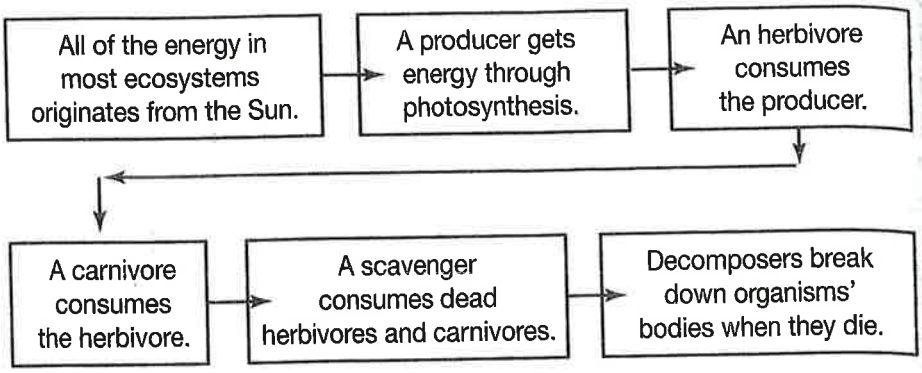
THINK ABOUT IT

How do animals and plants get energy?

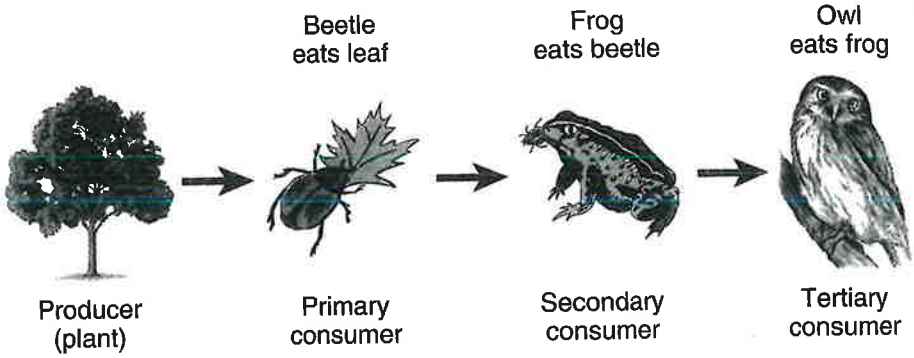
An ecosystem is a community of organisms and its nonliving environment. Energy and matter flow through an ecosystem in a set pattern. Energy first passes through producers, organisms that are able to produce their own food usually by using energy from sunlight to make sugars.

Then energy passes through consumers, organisms that eat other organisms for energy. There are several different types of consumers. Herbivores, such as mice, are consumers that get their energy directly from producers. Herbivores eat only plants. Carnivores get energy from eating other consumers. Hawks and wolves are carnivores. They eat other animals. Omnivores, including human beings, consume both producers and consumers.

Finally, energy passes to decomposers. A decomposer is an organism that gets energy by breaking down the remains of dead organisms or organic wastes and consuming or absorbing nutrients. Most decomposers are bacteria and fungi. Decomposers are important to ecosystems because they recycle nutrients back into the environment. The chemical energy and nutrients that are stored in the bodies of producers and consumers return to the environment when decomposers break down their bodies. If you have ever observed compost forming in a compost bin, you have seen what decomposers can do to once-living things.



Energy typically flows through an ecosystem in one direction from producers to consumers to decomposers. This path of the flow of energy through an ecosystem is called a *food chain*. A food chain shows how energy flows from one organism to the next.



TURN AND TALK

Why are plants important sources of energy for an ecosystem? How do humans fit into ecosystems?

All food chains begin with producers such as plants, algae, and other microorganisms. This is because producers are the only organisms that can obtain energy from the environment. These organisms have a substance called chlorophyll. Chlorophyll is a green material in plant cells that traps the energy in sunlight. Plant cells need this energy for the process of photosynthesis. Photosynthesis is the process by which plants use the energy in sunlight plus water and carbon dioxide to produce their own food. In this process, producers make sugars that serve as energy for themselves to store for later use. The sugars also serve as food for consumers.

Photosynthesis also results in another very important substance: oxygen. Photosynthetic organisms release oxygen into the air. This process is the main source of oxygen in the atmosphere. Most cells, including those in plants and animals, use oxygen to release the energy stored in food.

Bay Area girls stream into summer coding camps

By Patrick May, Mercury News on 08.04.16
Word Count **978**
Level **MAX**

Prerna Vij oversees a coding class during a summer program at Adobe Systems in San Jose, Calif., on June 28, 2016. Vij is a software engineer for Adobe mobile. Gary Reyes/Bay Area News Group/TNS

SAN JOSE, Calif. - It already feels like the dead of summer, but the girls over at Adobe's coding camp are making it snow.

"They're programming each and every snowflake on the screen and using code to make them fall," says instructor Prerna Vij, a 29-year-old Adobe software engineer helping to bridge the yawning gender gap in today's male-dominated tech world, one high-schooler at a time.

"This is my second year working with the girls, and these have been the most rewarding summers of my life. We achieve so much together, and I feel like I'm helping to empower them, getting them ready for college with a lot more confidence."

Forget about swimming, boating and archery, summer in Silicon Valley means it's time for coding camp, and more and more of those campers are girls. As hundreds of programs like the one at San Jose-based Adobe attract record numbers of students around the Bay Area and beyond, a nationwide campaign to teach programming skills to girls is witnessing explosive growth.

With an estimated 1.4 million computer science jobs expected by 2020, and only about 400,000 qualified applicants to fill them, the pressure is on to create coders - especially among girls, who have long been outnumbered by a wide margin in the field.

The expansion of the seven-week summer immersion programs at Adobe, which started with 20 girls being trained and mentored by staffers in 2014 and now has mushroomed to 100 coders in four cities around the country, is emblematic of what's happening in the larger campaign to level the tech world's playing field.

From boosting participation by women on college campuses to on-site corporate programs such as the Facebook Academy - which in the past two years has seen a majority-female student body - there are plenty of signs pointing to an evolution in the gender makeup of the high-tech workforce.

"We've just been growing and growing since we started in 2012," says Christina Honeysett of the New York-based national nonprofit organization Girls Who Code. "By the end of 2016 we expect to have trained 40,000 girls. And with just over 10,000 women graduating last year with computer science degrees, we're not only talking about closing the gender gap, we're seeing it close."

Honeysett points out that in the 1980s, some 37 percent of computer science graduates were women, but that number has fallen to around 18 percent today.

The drop-off, Honeysett says, is due in large part to the way society has come to expect the tech world to look: video-game stores crowded with young boys and teens; hoodie-clad geeks roaming the nation's tech corridors and looking like Mark Zuckerberg wannabes; the practically all-male cast on the popular HBO sitcom "Silicon Valley."

As Cornelia Davis, senior director of technology at software and services firm Pivotal, says, "You can't be what you can't see." Her company, along with Adobe, hosts the Girls Who Code Summer Immersion Programs.

Honeysett says "we attribute the drop in women in computer science since the '80s to the PC being marketed to boys and the cultural narrative being built around boys and coding. We've all come to think of a programmer as a guy in some basement wearing a hoodie. So over time, girls just started to step away."

High-schoolers Rojeen Farkhoor and Mackenzie Saephanh say the Adobe program already has given their confidence a boost. Farkhoor, a rising high school junior, says she wanted to get coding experience because of its relevance to STEM - science, technology, engineering and math - subjects she's interested in.

"I'd been thinking of majoring in biology, but now I'm thinking maybe computer science instead," Farkhoor says. "Being able to code will give me a good background for whatever direction I follow."

Saephanh, 17, a high school senior, agrees. "I already can feel the progress I've made here," she says.

"With coding, I can now do things like change the color of the screen and make balls bounce around it." Farkhoor practically finishes her fellow coder's sentence: "It's taken a lot of work, but we're learning the importance of both persistence and collaboration."

A 2015 survey by the American Association of University Women found that the majority of STEM jobs - more than 80 percent - are in engineering and computing, yet women comprise only 12 percent of the engineering workforce and 26 percent of the computing workforce.

"In less than 10 years," the survey authors wrote, "the United States will need 1.7 million more engineers and computing professionals. We simply can't afford to ignore the perspectives or the talent of half the population."

Gender-gap crusaders often repeat the same mantra: Girls simply code differently than boys because they don't view the world in the same way. Bringing that female perspective to the tech world, says Pivotal's Davis, is key to making the workplace more accurately reflect the larger society. With her company upping its financial commitment to summer coding programs this year, she sees firsthand what girls are bringing to the tech table.

"When it comes to young men, they're almost always programming video games" at coding camps, she says. "But with young ladies, they're more interested in apps that help people solve problems and make the world a better place."

Girls, Davis says, deserve the same opportunities to pursue careers in tech and computing as boys do.

"Whether you're creating the next Twitter or working in agriculture or fashion or art, everything you do is going to involve software," she says. "So understanding the basics of programming will become a basic requirement of the workplace."

Even just a basic grasp of coding, as the girls at Adobe and other Bay Area camps will get this summer, is "almost like a password to get into any industry these days," Davis says.

"Sadly, the boys and the men have the password, and the girls don't."

ELD (DAY 1)

DAY 2: List 2 unknown words from the article. Then, draw an image to help you predict what the word means. Use context clues and prefixes/suffixes to assist you in determining word meaning.

Unknown Word and Sentence	My Definition	Image
programming "They're programming each and every snowflake on the screen and using code to make them fall," says instructor Prerna Vij, a 29-year-old Adobe software engineer helping to bridge the yawning gender gap in today's male-dominated tech world, one high-schooler at a time.	**Programming is creating or writing computer programs.**	

ELD (DAY 2)

Text Dependent Questions
Circle the letter for each correct response.

1 Which of the following sections from the article shows why coding programs for girls are important?

(A) As hundreds of programs like the one at San Jose-based Adobe attract record numbers of students around the Bay Area and beyond, a nationwide campaign to teach programming skills to girls is witnessing explosive growth.

(B) With an estimated 1.4 million computer science jobs expected by 2020, and only about 400,000 qualified applicants to fill them, the pressure is on to create coders - especially among girls, who have long been outnumbered by a wide margin in the field.

(C) Honeysett says "we attribute the drop in women in computer science since the '80s to the PC being marketed to boys and the cultural narrative being built around boys and coding. We've all come to think of a programmer as a guy in some basement wearing a hoodie. So over time, girls just started to step away."

(D) "Whether you're creating the next Twitter or working in agriculture or fashion or art, everything you do is going to involve software," she says. "So understanding the basics of programming will become a basic requirement of the workplace."

2 Read the quote from the article.

"I'd been thinking of majoring in biology, but now I'm thinking maybe computer science instead," Farkhoor says. "Being able to code will give me a good background for whatever direction I follow." Which of the following ideas is BEST supported by the quote?

(A) More women are pursuing degrees in computer science and related fields now than in the past.

(B) Participating in coding camp is increasing some girls' interest and confidence in pursuing degrees in computer science.

(C) The main reason for the small number of women working in the computer science field is a lack of interest in technology.

(D) Girls who know how to code will be more qualified to obtain positions not only in computer science but in any field.

3 Which two of the following sentences from the article BEST represent CENTRAL ideas of the article?

1. The expansion of the seven-week summer immersion programs at Adobe, which started with 20 girls being trained and mentored by staffers in 2014 and now has mushroomed to 100 coders in four cities around the country, is emblematic of what's happening in the larger campaign to level the tech world's playing field.

2. Honeysett points out that in the 1980s, some 37 percent of computer science graduates were women, but that number has fallen to around 18 percent today.

3. As Cornelia Davis, senior director of technology at software and services firm Pivotal, says, "You can't be what you can't see."

4. "We simply can't afford to ignore the perspectives or the talent of half the population."

(A) 1 and 2
(B) 1 and 4
(C) 2 and 3
(D) 3 and 4

4 Which paragraph from the article BEST supports the CENTRAL idea that women have a unique perspective to offer the tech

industry?

(A) The drop-off, Honeysett says, is due in large part to the way society has come to expect the tech world to look: video-game stores crowded with young boys and teens; hoodie-clad geeks roaming the nation's tech corridors and iooking like Mark Zuckerberg wannabes; the practically all-male cast on the popular HBO sitcom "Silicon Valley."

(B) High-schoolers Rojeen Farkhoor and Mackenzie Saephanh say the Adobe program already has given their confidence a boost. Farkhoor, a rising high school junior, says she wanted to get coding experience because of its relevance to STEM - science, technology, engineering and math - subjects she's interested in.

(C) "When it comes to young men, they're almost always programming video games" at coding camps, she says. "But with young ladies, they're more interested in apps that help people solve problems and make the world a better place."

(D) Even just a basic grasp of coding, as the girls at Adobe and other Bay Area camps will get this summer, is "almost like a password to get into any industry these days," Davis says.

DAY 3 (ELD)

READY TO WORK - Is a coding career in my future?

Writing Prompt: You are deciding on a career choice. Is coding a career choice you might consider? Based on the information you reviewed this week, write a 2 paragraph reflection about whether a coding career is a good choice for you. Be sure to refer each paragraph which should consist of 3-5 sentences.

In your writing, be sure to reference this week's reading, and coding experience. Also, your writing should include the following relevant vocabulary words and sentence starters:

VOCABULARY			
coding	programming	career	computers
SENTENCE STARTERS **Use these sentences starters to begin a few of your sentences. Remember to only use them once to avoid redundancy (unnecessary repetition of ideas in writing).**			
In my opinion,	Based on my experience,	Foremost,	Also,

YOUR RESPONSE

CUSD Learning Packet #7

Ninth Grade

Answer Key

ELD (DAY 1)-RUBRIC

DAY 1: List 2 unknown words from the article. Then, draw an image to help you predict what the word means. Use context clues and prefixes/suffixes to assist you in determining word meaning.

Unknown Word and Sentence	My Definition	Image
programming "They're programming each and every snowflake on the screen and using code to make them fall," says instructor Prerna Vij, a 29-year-old Adobe software engineer helping to bridge the yawning gender gap in today's male-dominated tech world, one high-schooler at a time.	Programming is creating or writing computer programs.	
ANSWERS MAY VARY	ANSWERS MAY VARY	ANSWERS MAY VARY
ANSWERS MAY VARY	ANSWERS MAY VARY	ANSWERS MAY VARY

RUBRIC (DAY 2)

Text Dependent Questions
Highlight the letter for each correct response.

1 Which of the following selections from the article shows why coding programs for girls are important?

(A) As hundreds of programs like the one at San Jose-based Adobe attract record numbers of students around the Bay Area and beyond, a nationwide campaign to teach programming skills to girls is witnessing explosive growth.

(B) With an estimated 1.4 million computer science jobs expected by 2020, and only about 400,000 qualified applicants to fill them, the pressure is on to create coders - especially among girls, who have long been outnumbered by a wide margin in the field.

(C) Honeysett says "we attribute the drop in women in computer science since the '80s to the PC being marketed to boys and the cultural narrative being built around boys and coding. We've all come to think of a programmer as a guy in some basement wearing a hoodie. So over time, girls just started to step away."

(D) "Whether you're creating the next Twitter or working in agriculture or fashion or art, everything you do is going to involve software," she says. "So understanding the basics of programming will become a basic requirement of the workplace."

2 Read the quote from the article.

"I'd been thinking of majoring in biology, but now I'm thinking maybe computer science instead," Farkhoor says. "Being able to code will give me a good background for whatever direction I follow." Which of the following ideas is BEST supported by the quote?

(A) More women are pursuing degrees in computer science and related fields now than in the past.

(B) Participating in coding camp is increasing some girls' interest and confidence in pursuing degrees in computer science.

(C) The main reason for the small number of women working in the computer science field is a lack of interest in technology.

(D) Girls who know how to code will be more qualified to obtain positions not only in computer science but in any field.

3 Which two of the following sentences from the article BEST represent CENTRAL ideas of the article?

1. The expansion of the seven-week summer immersion programs at Adobe, which started with 20 girls being trained and mentored by staffers in 2014 and now has mushroomed to 100 coders in four cities around the country, is emblematic of what's happening in the larger campaign to level the tech world's playing field.

2. Honeysett points out that in the 1980s, some 37 percent of computer science graduates were women, but that number has fallen to around 18 percent today.

3. As Cornelia Davis, senior director of technology at software and services firm Pivotal, says, "You can't be what you can't see."

4. "We simply can't afford to ignore the perspectives or the talent of half the population."

(A) 1 and 2
(B) 1 and 4
(C) 2 and 3
(D) 3 and 4

4 Which paragraph from the article BEST supports the CENTRAL

idea that women have a unique perspective to offer the tech industry?

(A) The drop-off, Honeysett says, is due in large part to the way society has come to expect the tech world to look: video-game stores crowded with young boys and teens; hoodie-clad geeks roaming the nation's tech corridors and looking like Mark Zuckerberg wannabes; the practically all-male cast on the popular HBO sitcom "Silicon Valley."

(B) High-schoolers Rojeen Farkhoor and Mackenzie Saephanh say the Adobe program already has given their confidence a boost. Farkhoor, a rising high school junior, says she wanted to get coding experience because of its relevance to STEM - science, technology, engineering and math - subjects she's interested in.

(C) "When it comes to young men, they're almost always programming video games" at coding camps, she says. "But with young ladies, they're more interested in apps that help people solve problems and make the world a better place."

(D) Even just a basic grasp of coding, as the girls at Adobe and other Bay Area camps will get this summer, is "almost like a password to get into any industry these days," Davis says.

Rubric for Student Reflections

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations
	4	3	2	1
Reflective Thinking	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.
Analysis	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.
Making Connections	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.

Practice B Identifying Nouns Used as Adjectives

1. dinner
2. winter
3. band
4. basketball
5. smoothie
6. office
7. earthquake
8. fruit
9. airplane
10. adventure

Chapter 13 Adverbs (7)

Practice A Recognizing Adverbs

1. loudly
2. anywhere
3. abroad
4. underground
5. accidentally
6. always
7. finally
8. soon
9. tomorrow
10. cheerfully

Practice B Identifying Adverbs and the Words They Modify

1. utterly—wonderful
2. seldom—rings
3. upwardly—mobile
4. sometimes—appreciate
5. usually—arrives
6. often—practices
7. swiftly—dropped
8. thoughtfully—practices
9. soon—will move
10. mortally—was wounded

Chapter 13 Prepositions and Prepositional Phrases (8)

Practice A Identifying Prepositions and Prepositional Phrases

1. on the table
2. of Tricia's
3. in the morning
4. between the two brothers
5. in the sink
6. in San Diego
7. under the bed
8. into the night
9. without your hat
10. on the beach

Practice B Identifying Prepositions and Their Objects

Students will underline the first term and circle the second.

1. at—sunset
2. because—problem
3. in—park
4. near—ocean
5. toward—shore
6. for—years
7. of—musician
8. to—work
9. with—music
10. for—transportation

Chapter 13 Conjunctions (9)

Practice A Identifying Conjunctions

1. but
2. either…or
3. and
4. or
5. after

6. when
7. but
8. either…or
9. not only…but also
10. while

Practice B Identifying Kinds of Conjunctions

1. yet—coordinating
2. but—coordinating
3. while—subordinating
4. but—coordinating
5. either…or—correlative
6. and—coordinating
7. whether…or—correlative
8. or—coordinating
9. while—subordinating
10. but—coordinating

Chapter 13 Interjections (10)

Practice A Identifying Interjections

1. Oh!
2. Goodness!
3. Pssst
4. Tsk-tsk
5. Ouch!
6. Hurray!
7. Alas
8. Whew!
9. Congratulations!
10. Whoa!

Practice B Supplying Interjections

Answers may vary. Sample answers are given.

1. Shhhh!
2. Ugh!
3. EEEK!
4. Yuck!
5. Pow!
6. Oh, well.
7. Congratulations!
8. Alas!
9. Whoops!
10. Howdy!

Chapter 13 Identifying Parts of Speech (11)

Practice A Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs

1. pronoun
2. verb
3. noun
4. adjective
5. adverb

Practice B Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections

1. preposition
2. interjection
3. preposition
4. conjunction
5. conjunction

9th Grade Math

Answer Key

Week 8

Reteach 19-3: Proving Lines are Parallel

1. No, because the corresponding angles that measure 75° and 68° are not congruent.
2. Yes, because the same-side interior angles that measure 75° and 105° are supplementary.
3. 85°
4. 85°

Practice and Problem Solving: Modified

1. Conv. of Corr. ∠s Thm.
2. $m\angle 3 = 68°$, $\angle 3 \cong \angle 7$, Conv. of Corr. ∠s Thm.
3. parallel
4. transversal; congruent
5. supplementary
6. a. Given

   b. ∠2 and ∠3 are supplementary

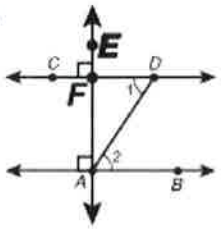
   c. $m \parallel n$

LESSON 19-3

Practice and Problem Solving: A/B

1. $m \parallel n$; Conv. of Alt Int. ∠s Thm.
2. $m \parallel n$; Conv. of Corr. ∠s Thm.
3. m and n are parallel if and only if $m\angle 7 = 90°$.
4. $m \parallel n$; Conv. of Same-Side Int. ∠s Thm.
5. m and n are not parallel.
6. $m \parallel n$; Conv. of Corr. ∠s Thm.
7. $m \parallel n$; Conv. of Alt Ext. ∠s Thm.
8. m and n are not parallel.
9. Possible answer: The given information states that ∠1 and ∠3 are supplementary. ∠1 and ∠2 are also supplementary by the Linear Pair Theorem. Therefore ∠3 and ∠2 must be congruent by the Congruent Supplements Theorem. Since ∠3 and ∠2 are congruent, $\overline{HI}$ and $\overline{JK}$ are parallel by the Converse of the Corresponding Angles Theorem.

Practice and Problem Solving: C

1. $x = 11$; $y = -5$; $m\angle 1 = 57°$; $m\angle 2 = 57°$; $m\angle 3 = 123°$
2. 

   Possible answer: Draw $\overleftrightarrow{AE}$ so it forms a 90° angle with $\overline{AB}$ by the Protractor Postulate. The Angle Addition Postulate states that $m\angle FAD$, $m\angle 2 = m\angle FAB$, so by substitution $m\angle FAD + m\angle 2 = 90°$. It is given that $\angle 1 \cong \angle 2$, so $m\angle 1 = m\angle 2$ by the definition of congruent angles. Substituting again reveals that $m\angle FAD + m\angle 1 = 90°$. $\angle FAD$, $\angle 1$, and $\angle AFD$ form a triangle, so by the given information $m\angle FAD + m\angle 1 + m\angle AFD = 180°$. Substitution and the Subtraction Property of Equality show that $m\angle AFD = 90°$. Then by the definition of right angle, $\angle FAB$ and $\angle AFD$ are right angles. $\overleftrightarrow{AE}$ intersects both $\overline{CD}$ and $\overline{AB}$ in right angles, so $\overline{AB}$ and $\overline{CD}$ are parallel lines.

3. $x = 61$, $y = -64$, $m\angle 1 = 177°$, $m\angle 2 = 177°$, $m\angle 3 = 3°$

Reading Strategies

1. Converse of the Alternate Exterior Angles Theorem
2. Converse of the Same-Side Interior Angles Theorem
3. Converse of the Alternate Interior Angles Theorem
4. Converse of the Corresponding Angles Postulate
5. No; $\angle 1 \neq \angle 5$.
6. 61°