School is out, but learning continues!

GRADE 9

ACADEMIC ENRICHMENT - DECEMBER 2016

Clayton County Public Schools

Clayton County Public Schools
Chief Academic Office

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Folasade Oladele, Ed.D.
Chief Academic Officer

Dear Parents:

The Georgia Milestone Assessment System (GMAS) is a more demanding assessment system. The assessment system measures student performance on more rigorous curriculum based on the Georgia Standards of Excellence. The Division of Teaching and Learning is providing academic enrichment tasks for students to complete during winter break in order to support their learning, and to ensure that they continue to reinforce their learning. The assignments focus on writing because constructed response and extended response questions create a more rigorous assessment of student writing ability in all grade levels. This more rigorous application of writing in all content areas is a part of Georgia Milestones.

The assignments will include grades 1-8, and high school EOC tested courses, and will be provided in all tested areas, English language arts, math, science, and social studies. Students are encouraged to read the assignments, complete the assessments and return to school in January with their finished work for teachers to review and support them in areas of need. Parents are encouraged to assist students with the completion of tasks if needed. Enrichment packets can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us) and through the CCPS mobile app.

We encourage you to visit the GADOE website where you can find information on Georgia Milestones, including a helpful video that explains the purpose for the testing system. Also, you will find additional resources on the Clayton County Public Schools website, including a Parent's Guide to the Georgia Milestones, translated in Vietnamese, Spanish and English.

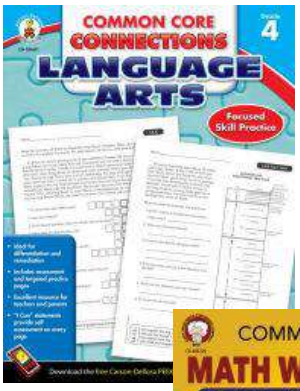
Thank you for your attention to this matter, and best wishes for the success of our children.

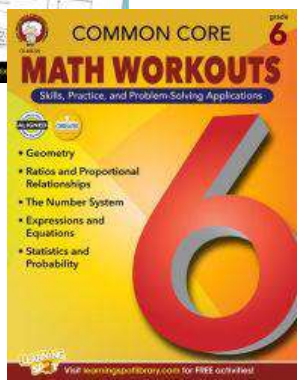
Regards.

Folasade Oladele, Ed.D.

Academic Support Resources for Parents

- There are **Common Core** workbooks for Mathematics and Language Arts that can be purchased from Carson-Dellosa Publishing.
- Workbooks are provided for Grades 3-8 at a cost of $9.99 each.
- Workbooks can be purchased directly from the publisher's website or from Barnes and Noble.
    - Carson-Dellosa Publishing website
        - Grades K-5
            - Math Workbook
            - ELA Workbook
        - Grades 6-8
            - Math Workbook
            - ELA Workbook





    - Barnes and Noble website
        - Grades K-5
            - Math Workbook
            - ELA Workbook
        - Grades 6-8
            - Math Workbook
            - ELA Workbook

1. In the first paragraph, the author claims that there is a long tradition of dragon myths in China and that they are "revered throughout Asia to this day." How does the author develop this claim? Use details from the text to support your answer.

2. The author describes many ways that dragons have been significant to different cultures throughout history. Using information from the text, write an introduction to a short story that will feature a dragon or dragons. Be sure your introduction establishes the story's setting, point of view, and primary conflict.

In this section, you will write an informational essay in your own words explaining some ways in which libraries are adapting and changing in the 21st century.

Write an informational essay in your own words explaining the ways in which libraries are adapting and changing in the 21st century.

Before you begin planning and writing, you will read two texts and answer one question about what you have read. These are the titles of the texts you will read:

1. A New Twist on Libraries

2. Take One, Return One

As you read the texts, think about what details from the texts you might use in your informational essay.

Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Develop your ideas clearly and use your own words, except when quoting directly from the source texts. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Be sure to:

- Use information from the two texts so that your essay includes important details.
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Use appropriate and varied transitions to create cohesion.
- Clarify the relationship among ideas and concepts.
- Use clear language and vocabulary to inform about the topic.
- Provide a conclusion that follows the information presented.
- Check your work for correct grammar, usage, capitalization, spelling, and punctuation.

A New Twist on Libraries

Anyone walking into the new public library on the south side of San Antonio, Texas, can do many of the usual things, including check out titles, grab a few movies, do some online surfing, and scan the new releases. The one thing patrons cannot do in this library is flip through, skim, read, and take home actual books. Why? Patrons cannot touch the books because San Antonio's BiblioTech is a library that does not contain a single book on a single shelf. BiblioTech is the nation's first—but unlikely its last—completely book-free, digital public library.

Instead of rows of gray metal shelves with books arranged in order of author's last name or Dewey Decimal code, patrons of BiblioTech are met with rows of tablets and e-readers. Instead of checking out titles, readers either download titles to their own digital devices or check out the library's devices with nothing more than a card. Children can even take home e-readers that have been preloaded with more than one hundred titles just for their particular age group's abilities and interests. For those patrons who would rather sit in the library and read, dozens of desktop computers are accessible.

The choices of what can be read at BiblioTech are growing by leaps and bounds. When the digital library opened in autumn 2013, it had only about 10,000 titles. By March, 10,000 more titles were added. Currently, thousands more titles are being added to the bookless library's inventory every month. This library of the future is proving to be a big hit with patrons, and its first year has seen 100,000 visitors. Recently, the American Library Association officially named BiblioTech the first bookless public library in the country, but chances are, this bookless library will not be the last. People from all over the nation, as well as from other countries, have toured the Texan branch and started making plans to build their own.

The advantage of a digital public library goes beyond making materials easier to access for its patrons. Bookless libraries require less space and less structural strength since they do not have to support the weight of thousands of hardbacks and paperbacks. This means less money spent on construction and maintenance and more to spend on updating tablets and e-readers.

When Thomas Jefferson once said, "I cannot live without books," he most likely could not have imagined such a place as BiblioTech. Nonetheless, book-free libraries are most likely a sign of the future, and one that brings knowledge faster, closer, and even more economically. Jefferson probably would have approved.

Take One, Return One

It all began as a simple way to share a love of reading and books. In 2009, the very first Little Free Library was built and posted in the Mississippi River town of Hudson, Wisconsin. Measuring just about two feet square, it had a clear message: reading is wonderful, so share the pleasure by taking any book and leaving behind any no longer needed. The idea caught on, as they say, like wildfire. Just a few years later, there are more than 18,000 of these little birdhouse-like boxes posted in cities large and small, foreign and domestic!

Most of the simple libraries are hand-built and brightly painted. Each one invites people to pause, explore, and pick a book to take home without any concerns about late fines or returns. Although the selection is limited—most of these tiny libraries only hold about 20 books or so—that adds to the excitement and charm of stopping by. Who knows what titles might be waiting—and how they might change tomorrow?

Little Free Libraries have been established in people's front yards, on small city curbs, along simple country roads, and in the middle of bustling metropolises. Many community members believe that these libraries do far more than promote the passion of reading; they also foster interaction between neighbors, attract customers to local businesses, and encourage reluctant readers to reach out and turn a few pages. These libraries are even becoming part of people's daily walks and bicycle rides. Sometimes, they have even become tourist stops.

The concept of free libraries scattered across the country has not remained inside U.S. borders. While every state in the country has multiple libraries, so do cities found in 70 additional countries, including the Ukraine, Uganda, South Korea, and Italy. These libraries are spreading so quickly and have become such popular stops that online maps attempting to mark each one cannot possibly keep up.

In a digital age where bookstores are closing every moment, and libraries are becoming less analog and more digital, these Little Free Libraries are a nice reminder of the line from a well-known poem, "Oh for a book and a shady nook!"

Name _____

9th Grade Mathematics

MCC9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.★ (Limit to linear and exponential equations, and, in the case of exponential equations, limit to situations requiring evaluation of exponential functions at integer inputs.)

Zach is saving money to purchase a car. He has already saved $800 in an account. He is going to deposit $75 in the account every Friday. He will not make any withdrawals or any other deposits.

Part A

Write an equation that represents the cost of the car, C dollars, in terms of n , the number of Fridays he will have to save $75.

Part B

What are the constraints on the variable n? Explain your answer.

Part C

Zach decides to buy a car that costs $3,500. Determine the number of Fridays he will need to deposit $75 in the account. Show your work and explain your answer.

Part D

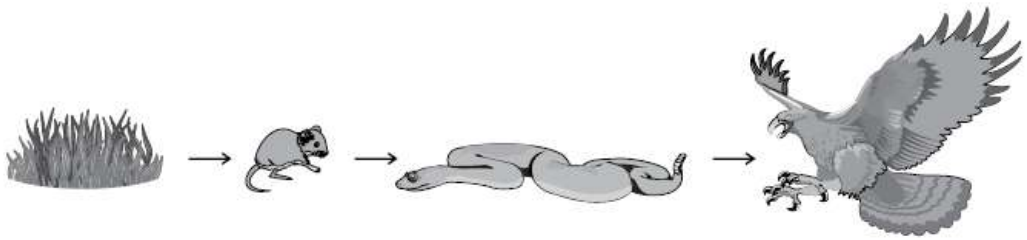
Explain the different between the amount of time it will take Zach to save for the $3,500 car saving $75 each Friday and the amount of time it will take Zach to save for a $5,000 car if he saves $90 each Friday.

Biology: High School

Standard

SB4. Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.
b. Explain the flow of matter and energy through ecosystems by
-Arranging components of a food chain according to energy flow.
-Comparing the quantity of energy in the steps of an energy pyramid.
-Explaining the need for cycling of major nutrients (C, O, H, N, P).

Use the food chain below to answer question



This food chain shows the direction energy flows from a producer to a third-level consumer. In terms of **energy,** explain why there would be many more mice than hawks in an environment involving this food chain.

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Biology: High School

Standard

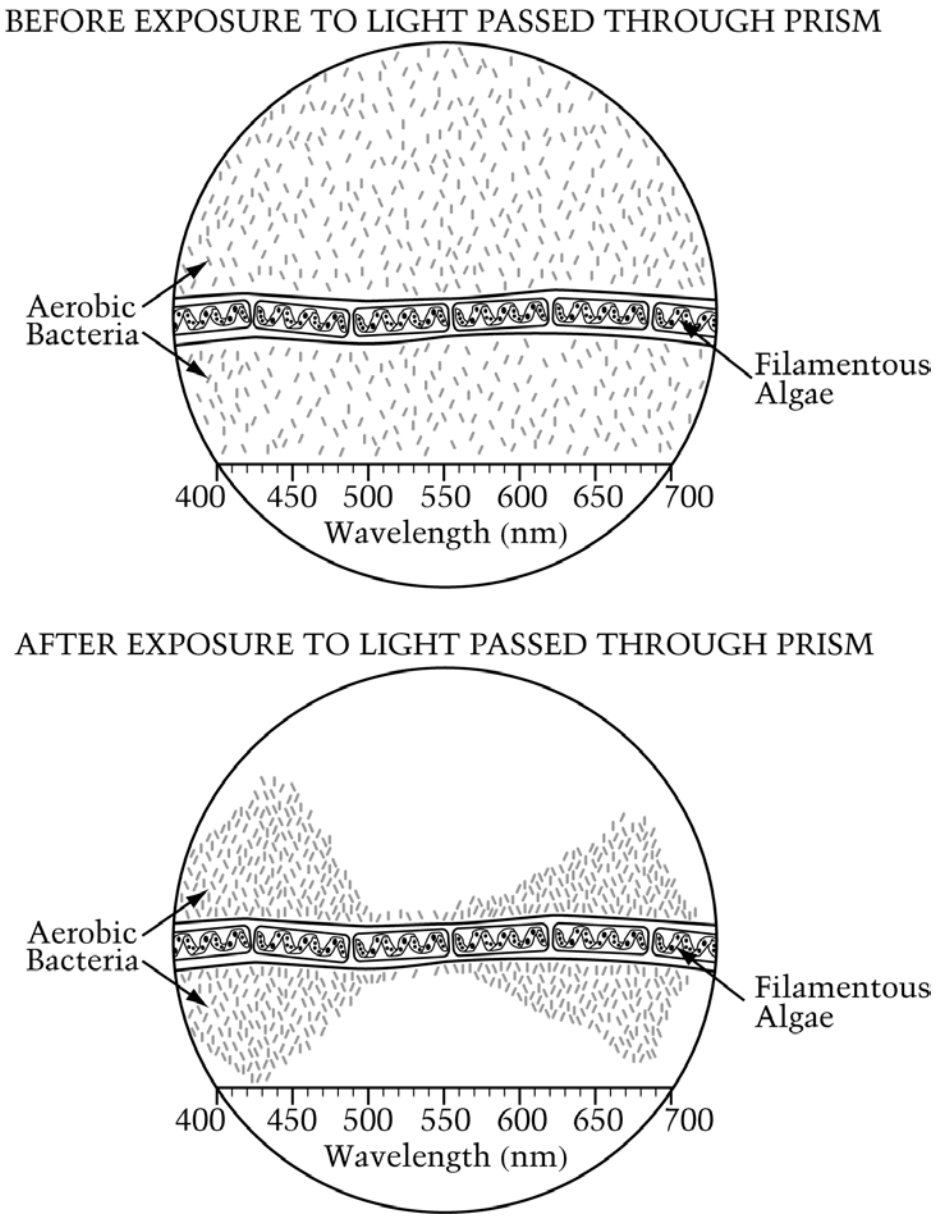
SB3. Students will derive the relationship between single-celled and multi-celled organisms and the increasing complexity of systems.
a. Explain the cycling of energy through the processes of photosynthesis and respiration.

An experiment was conducted to determine which wavelengths of visible light are most effective for photosynthesis. The units shown here are in nanometers (nm).

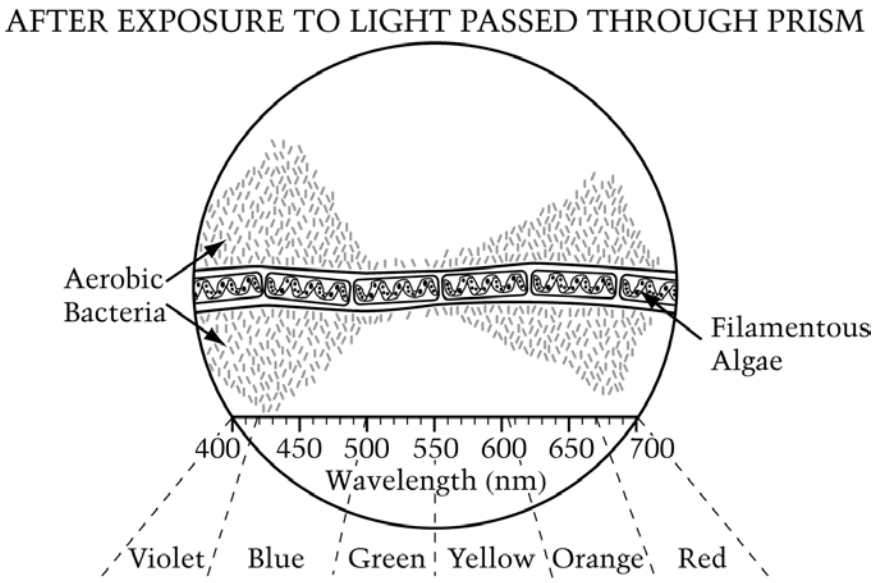
Two organisms were used: filamentous algae, which are capable of photosynthesis, and some aerobic bacteria, which are not capable of photosynthesis.

Both organisms were suspended in a water droplet and placed on a microscope slide. The slide was exposed to light that was passed through a crystal prism. (The prism was used to separate visible light into its wavelengths.)

The diagram below illustrates what was seen on the microscope slide before and one hour after exposure to light that was passed through the prism.



The diagram below illustrates what was seen on the microscope slide one hour after exposure to light that was passed through a prism. The colors associated with the wavelengths of light are also indicated.



Based on the results of the experiment, a student concludes that the scientist used algae that was green.

Do you agree with the student's conclusion?

A. Yes
B. No

Refer to the results from the experiment to support your answer.

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