ENGLISH WRITTEN TEST - 9th grade

Name	- 1 n - 2 2 2 2 2	Nr	Class	Date	
Tutor	Teacher		Evaluation _		

I. READING COMPREHENSION - Read the text below and do the tasks that follow it.

ARE YOU AN INTERNET ADDICT?

Experts say that millions of people around the world are one click away from 'online' addiction.

The Internet is where we spend more and more of our time. But for a growing number of people, it's an outof-control habit that interferes with normal living and causes severe stress on family, friends, loved ones and work.

Kimberly Young, clinical director of the Centre for Internet Addiction Recovery and author of the book Caught in the Net, says that about 5% to 10% of Americans – 15 to 30 million people – may suffer from Internet addiction and the problem may be even greater in countries like China, Korea and Taiwan. It's a global problem.

Coleen Moore, coordinator of resource development at the Illinois Institute for Addiction Recovery, says she has clients from college age to early adulthood who spend 14 to 18 hours a day online. But Young notes that it's not just how long people spend using a computer; it's what they're doing online.

To help people with their diagnosis, Young developed a test that uses a 20-question survey to measure levels of Internet addiction. "There are no real drugs for this yet," she says. "It's not about medication, it's more about therapy." The estimated recovery time varies. At the Illinois Institute for Addiction Recovery, some patients need 30 to 90 days of in-patient treatment, followed by a continuing care program. But Internet addiction recovery, like any other addiction, requires lifelong treatment, experts say.

Online gaming is the form of Internet addiction most rapidly growing among young people. "Initially we primarily had people addicted to surfing the Web, chat rooms, virtual communities and things like that. Now we are looking more to gaming," Moore says. "Gaming is certainly one of the things that could get people addicted to the Internet, because it has such compelling content. But I don't think games are any more likely to cause Internet addiction than any of the other forms of entertainment".

A. Decide if each sentence is TRUE (T), FALSE (F), or NOT MENTIONED (NM).

MINE CO. The number of Internet users has increased by 1000%. Internet addiction affects people's life in many different ways. TO FO NIM O Almost half of Americans spend too much time online. TO FO NM O 4. The USA is the country with the highest number of addicts. F.CX NACO: TO 5. There are centres to recover from Internet addiction. T CO FCS MM O TO. FO Their clients are between 14 and 18 years old. NA O TO FO NM O Internet addiction hasn't been understood very well yet. 8. It's difficult to recover from this addiction. TO. FO MM O People are mostly addicted to surfing the web, chat rooms and social networks. T \(\) FO MM O 10. Games are just as addictive as other forms of entertainment. TO IF CO MM O

B. Complete the sentences according to the information given in the text.

- Experts say that millions of people are getting _______.
- 2. Internet addiction causes a lot of problems, but many people can't _______.
- 3. Internet addiction is a bigger problem in _______.

 4. Recovery centres base their treatment on ______ and not on _____.

Common Core 9th Grade Performance Tasks English

RC Schank

Common Core 9th Grade Performance Tasks English:

Effective Grading Practices for Secondary Teachers Dave Nagel, 2015-03-04 Enact innovative grading systems that more accurately describe student progress This book challenges traditional grading practices and provides alternatives that can have direct impact on student success By making subtle shifts toward standards based grading systems schools can reduce unnecessary course failures provide students and their families a more accurate picture of current progress and increase opportunities for success The author offers a range of grading reform strategies that are built from practical frameworks that are effective and simple to adapt Among the many strengths of this book are Practical application of existing research and evidence base for effective secondary grading reforms A framework for schools and districts to apply and adapt failure prevention strategies such as early failure detection Amnesty Days and meaningful stipulated second chance opportunities for students to reach mastery Functional strategies and actions for shifting toward standards based referenced grading without entirely abandoning letter grades Countering resistance to change through a clearly articulated plan for conducting school wide and classroom level action research around the effectiveness of new or adjusted grading practices Informative and pragmatic this book is spot on with analysis of this elephant in the room issue Nagel uses both empathy and humor in getting to the heart of a process to generate real solutions while underscoring the ultimate need for teacher voice in any successful implementation He provides ready made strategies for real impactful change I m left hopeful that feedback will rule the day Bruce Potter Superintendent Berkshire UFSD Nagel offers an insightful and articulate voice to secondary improvement and alignment through grading practices His tried and true methods through working with real districts provides a starting place and examples for others to follow A must read for anyone serious about ensuring student engagement through meaningful feedback Debra K Howe Superintendent Tri Creek School Corporation The Results **Fieldbook** Mike Schmoker, 2001-09-15 Looks at educational practices that can make an immediate and profound difference in student learning The Results Fieldbook Michael J. Schmoker, 2001 What is the single most important event of the school year that affects school improvement How do you measure school improvement How can simple tools already at your fingertips work more effectively to improve student achievement in reading math and more The Results Fieldbook answers these questions and describes in abundant practical detail how five school systems overcame obstacles and achieved exceptional results for all their students These schools focused on the proven core concepts that Mike Schmoker described in both editions of his first ASCD book Results The Key to Continuous School Improvement Supplementing the five case studies brief vignettes written by practitioners show how core practices teamwork the use of achievement data and planning for measurable goals made an immediate and profound difference in student learning at their respective schools A close look at these school systems reveals the simplicity of school improvement efforts built around the still overlooked and most potent force in improvement collective organized teacher intelligence This book contains easily adapted processes and refinements

that result from such teacher collaboration and all but guarantee measurable improvement Tables figures and appendixes illustrate effective data collection processes and at the conclusion a three part synthesis of the best of these systems provides practical steps toward implementing this radically more effective approach to school improvement starting with preservice **Resources in Education** ,1996-07 California Common Core State Standards California. Department of education Committee Meeting of Joint Committee on the Public Schools New Jersey. Legislature. Joint Committee Education, 2013 Journal of the Senate, State of Florida Florida. Legislature. Senate, 2014 on the Public Schools.2016 Benefits of Technologies Applied to Learning in Education Beatriz Peña-Acuña, Yolanda Navarro Abal, Pedro Román-Graván, Pedro Tadeu, Manuel León-Urrutia, Javier Ávila-López, Rafael Crismán Crismán Pérez, Carmen M. Toscano-Fuentes, Carmen María Martín Del Pino, 2025-03-12 In general scientific inquiry about the benefits of digital gadgets focused on learning at all stages of Education is providing cognitive affective and attitudinal variables However cognitive effects stand out among these effects In this topic of inquiry that we propose we intend to investigate the phenomenon from a simple discipline to a multidisciplinary point of view that is from interventions that work transversally on some transversal theme in different disciplines or with a review approach from various points of view We also propose it to deepen the phenomenon with interventions that are investigated from an interdisciplinary perspective taking into account the qualitative and or quantitative study of a variable from one discipline and another variable from another discipline Likewise other studies of the cognitive effects of technologies in learning with paradigms or innovative approaches and evaluation of more complex interventions can be considered We are in a moment of transition from the use of analogue materials to digital tools platforms applications gadgets tablets mobiles etc and advanced technology formats immersive realities and artificial intelligence This is a moment of technological transformation in which the benefits of new technologies in learning are beginning to be investigated both in interventions with grouping in individual perspective or in an interactive and collaborative perspective among equals It also coincides with the development of neuroscience and psychology applied to Education This research topic aims to contribute to deepen this topic and provide a global vision It also intends to indicate to what extent the development of the cognitive is relevant as well as to extend the variables that must be considered New Jersey Register ,2016 A Story of Their Own Rebecca Jean Peacock, 2003 Resources in Education ,1997

Linguistics and Language Behavior Abstracts ,2004 Making Standards Work Douglas B. Reeves,1998 Provides step by step guidance on how to design and implement standards based performance assessment to make improved teaching and learning a reality in the classroom *Principal Leadership* ,2006 *English Language Arts, Grade 11* Houghton Mifflin Harcourt,2015 **Education State Rankings 2008-2009** CQ Press,2008-09-15 Compares the 50 states in hundreds of preK 12 education categories Categories include reading and math scores teachers salaries graduation rates per pupil spending special education and class size **Research in Education** ,1973 **Education Policy and Practice** Suzanne

Plaut, Nancy S. Sharkey, 2003 Education Policy and Practice provides teachers with effective strategies for meeting racial linguistic and cultural diversity within the classroom creating a framework teachers can use to improve urban school outcomes and in class interaction **English Language Arts, Grade 10** Houghton Mifflin Harcourt, 2015 **Annual Report of the Superintendent of Common Schools** New York (N.Y.). Superintendent of Schools, 1943

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