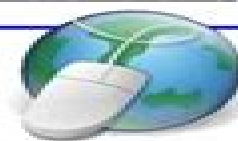


ENGLISH WRITTEN TEST - 9th grade

Name _____ 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 out-of-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).

- | | | | |
|---|-------------------------|-------------------------|--------------------------|
| 1. The number of Internet users has increased by 1000%. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 2. Internet addiction affects people's life in many different ways. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 3. Almost half of Americans spend too much time online. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 4. The USA is the country with the highest number of addicts. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 5. There are centres to recover from Internet addiction. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 6. Their clients are between 14 and 18 years old. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 7. Internet addiction hasn't been understood very well yet. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 8. It's difficult to recover from this addiction. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 9. People are mostly addicted to surfing the web, chat rooms and social networks. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |
| 10. Games are just as addictive as other forms of entertainment. | T <input type="radio"/> | F <input type="radio"/> | NM <input type="radio"/> |

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

- Experts say that millions of people are getting _____.
- Internet addiction causes a lot of problems, but many people can't _____.
- Internet addiction is a bigger problem in _____.
- Recovery centres base their treatment on _____ and not on _____.

Common Core 9th Grade Performance Tasks English

**New Jersey. Legislature. Joint
Committee on the Public Schools**

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 appendices 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 education.

Resources in Education, 1996-07 California Common Core State Standards California. Department of Education, 2013 Committee Meeting of Joint Committee on the Public Schools New Jersey. Legislature. Joint Committee on the Public Schools, 2016 **Journal of the Senate, State of Florida** Florida. Legislature. Senate, 2014 **Cognitive 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

Decoding **Common Core 9th Grade Performance Tasks English**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Common Core 9th Grade Performance Tasks English**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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Common Core 9th Grade Performance Tasks English Introduction

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