

School is out, but learning continues!



GRADE 10

ACADEMIC ENRICHMENT

Clayton County Public Schools



Clayton County Public Schools

Department of Curriculum, Instruction, & Assessment

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DR. MORCEASE J. BEASLEY
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DR. EBONY T. LEE
Director of Curriculum, Instruction, & Assessment

Dear Parents,

We want your child to be well prepared for the demands of the Georgia Milestones Assessment System (GMAS) which measures college and career readiness. The Department of Curriculum, Instruction, and Assessment is providing academic enrichment tasks for students to complete during the break to support and reinforce their learning. The assignments focus on writing because students are required to write in every subject area, and the Georgia Milestones requires students to respond in writing to several questions in English language arts and mathematics.

Assignments will be provided for students in grades 3-8 and high school tested courses in the areas of English language arts, mathematics, science, and social studies. Students are encouraged to read and complete the assignments during the break. Students can bring their finished work to school in order for teachers to review and support their areas of need.

Parents are encouraged to assist students with the completion of tasks as needed. Parents may consider having a scheduled day and/or time during the break for students to work on the assignments. Additionally, parents can engage students in conversations about their learning. An electronic version of the enrichment packets can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us) and through the CCPS mobile app.

Finally, you will find additional resources on the Clayton County Public Schools website, including the Georgia Milestones Assessment Study/Resource Guides for Students and Parents. This resource includes test-taking tips and sample questions for English language arts, mathematics, science, and social studies, which will provide students with additional practice. To support students in the primary grade levels, the District has developed a “100 Wonderful Words That Work” interactive workbook that can be used daily to develop students' vocabulary and career awareness. This workbook can be accessed at: <https://tinyurl.com/100-Wonderful>. We highly encourage you to use these resources to support your child's readiness.

We encourage you to visit www.gadoe.org website where you can find additional information on Georgia Milestones, including a helpful video that explains the purpose for the testing system.

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

Regards,

Dr. Ebony T. Lee
Director of Curriculum, Instruction, & Assessment

World Literature and Composition

Standard: **ELACC9-10W1**--Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write an informational essay in your own words explaining the relationship between clothing styles and developments in clothing creation.

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. Ready-Made Clothing
2. Tailoring

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.

Ready-Made Clothing by National Institute of Standards and Technology

Before the American Civil War, ready-made apparel existed but its variety was limited. Coats, jackets and undergarments were only available in predetermined sizes. Most clothing was made by tailors, by individuals, or by their family members at home. The Civil War was a pivotal event in the historical development of men's ready-made clothing. At the outset of the Civil War, most uniforms were custom-made in workers' homes under government contract. As the war continued, however, manufacturers started to build factories that could quickly and efficiently meet the growing demands of the military. These factories were able to make uniforms for a fraction of the cost of home sewers. Mass-producing uniforms necessitated the development of standard sizes. Measurements taken of soldiers revealed that certain sets of measurements tended to recur with predictable regularity. There were certain ratios of shoulder to waist measurements that occurred more frequently than others. After the war, these measurements were used to create the first commercial sizing scales for men. Today these ratios persist in names of fits and cuts in men's suits, shirts, and denim jeans. A men's store might offer a slim fit, a classic fit and a relaxed fit to suit various tastes and body types.

The mass production of women's clothing developed more slowly. Women's outfits were generally custom-made well into the 1920s. At that point a number of factors came together to contribute to the success of the women's ready-made apparel industry. New industrial production techniques were developed, driving supply, and the advertising industry rose in prominence, driving sales. Most importantly, demand was created in the form of the rising urban professional class. Single and married women found themselves in new relationships to domestic life, work life, and fashion. Many spent less time in the home and all associated hand-made clothes with an older, more rural lifestyle.

They no longer shopped at the town's general store for bolts of calico fabric. Chain stores and mail order catalogs offered multiple ways to access the new clothes. Ready-made articles of clothing were portrayed as modern and fashionable, if not sturdy. The new consumer industries were rapidly redefining the way Americans viewed mass-manufactured goods. The purchase of mass-produced clothing was sometimes seen as a loss of individuality. However, American women began to accept ready-made merchandise as convenient and affordable. They were up-to-date fashion items that could be easily replaced as styles changed. Making clothes more quickly meant styles did change more frequently as well. It took far less time for a designer to sketch a pattern and have an item made than ever before. However, the new ready-made clothing often fit poorly. A tailor might take two dozen measurements when making a men's suit. For example, determining the distance from the base of the neck to the middle of the shoulders is critical for an exact fit. Women's clothes are less straightforward and early male pattern makers did not know where to begin. Each manufacturer created its own unique and sometimes arbitrary sizing system. These systems were based on inaccurate body data or no body data at all. Different manufacturers frequently labeled garments of widely different dimensions the same size. This situation resulted in additional expenses for alterations. It also meant large volumes of returned merchandise. This meant more work for the consumer or tailor and for shop clerks and mail-order catalogues. It also meant overall increased costs for the consumer of ready-to-wear clothing. It was not until 1937 that the U.S. Department of Agriculture considered conducting a study of women's body measurements. They helped to create a standardized sizing system the entire industry could follow. Not all modern companies follow the same size chart but nearly all have standardized which types of measurements determine their sizes. If a woman knows just three measurements she can order from almost any retailer in the world.

"Ready-Made Clothing" adapted from "Standardization of Women's Clothing: Short History of Ready-Made Clothing" by National Institute of Standards and Technology, at <http://museum.nist.gov/exhibits/apparel/history.htm>.

Tailoring

Clothes before the Industrial Revolution were made and worn very differently than they are now. For the most part, families made their own clothing by hand from fabric they made or purchased locally. Fabric was intricate and time-consuming to make. As a result it was a highly prized commodity. Merchants made their wealth in transporting fine fabrics and threads. In places like Scotland, fabrics called tartans showed clan affiliation. Polynesians spent hours beating plant fibers and tree bark into tapa cloth. For Hawaiians, part of this practice took on religious significance and was conducted in sacred spaces. Before mass production, fabric itself—the finished product as well as the process—could be very meaningful. While time, effort, and money were put into making or obtaining fabric, creating a garment was much less complicated. Almost every culture had some version of a tied robe or tunic—essentially, a loose fabric that draped and was secured by a belt, pin, or sash. In the Middle Ages such ties and belts helped Europeans to keep improperly fitted clothes secure on their bodies. Most clothes, especially those of the lower and middle classes, would be considered very oversized by modern standards. They were generally made out of one or two pieces of cloth to minimize waste.

With the Renaissance's changes in art and society came more fitted clothes. These garments were made by sewing several pieces of fabric together. The wealthy had clothes made by tailors, who often customized their own patterns. But without closures like zippers and buttons, people often had to be sewn into their clothes! Laces and corsets eventually solved some of these problems, but it was still incredibly difficult to get dressed back then. By the 17th century, crafting and tailoring of Western clothing required more and more skill as designs became more complex. Intricate scenes of animals or flowers were embroidered by hand. They took hours to complete and were a sign of the wearer's wealth. Gemstones might be sewn onto the collar or sleeve of a very fine garment. A fine cloth was only as good as its cut and decoration and a man or woman could make their fortune on the strength of these designs. At the height of the 18th century, French fashion garments were truly works of art. They took days and dozens of hands to complete, with each person contributing hours of specialized skill. The materials themselves came from miles away; some (like silk) even came from other countries!

Eventually political and social movements led to much more restrained and practical clothing. As embellishments and flashy fabrics fell out of use even among aristocrats, fit became increasingly more important in the 19th and 20th

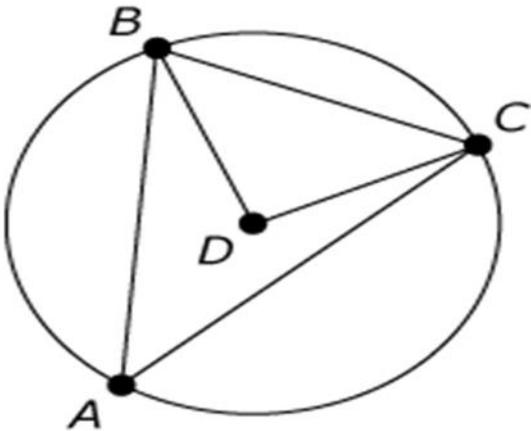
centuries. Instead of voluminous tunics or pants that tied, men began to wear suits. While suspenders were used for many years, pants had to fit accurately. Women wore trimmer dresses with buttons that allowed for more fitted looks. They put aside petticoats meant to give skirts more volume and many favored flowing looks over corseted ones. Clothing became a natural extension of the body rather than its decoration or disguise. Countries like England became renowned for their tailors and the wealthy traveled to have their clothes made. Tailoring was still expensive and not an option for all. Making a single coat might require several trips to the tailor, difficult for those who lived far away. The wealthy could travel into town or across provinces to attend several fittings a month. It was much less expensive to make clothing in the home and, if you could afford it, have a tailor help with the more complicated portions. Most often family members were each other's tailors, pinning and hemming in the home. While simple fabrics were much less expensive than before, clothes were still altered, mended, and handed down as children grew. Clothing was still not seen as replaceable or disposable. Eventually ready-made clothing would be available, but that brought its own set of problems. It would be several decades until fitted, comfortable clothing was truly affordable.

Standards:

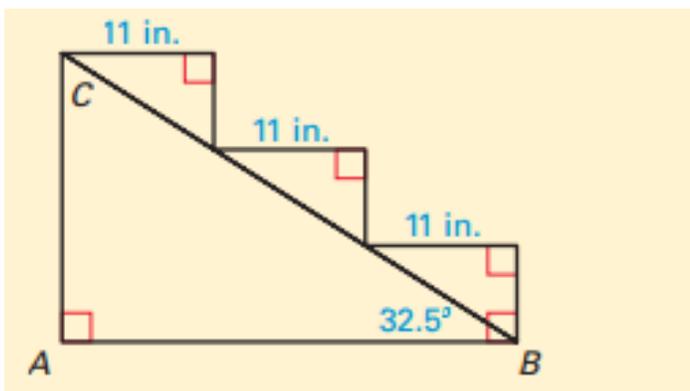
MCC9-12.G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

MCC9-12.G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

1. The figure shows $\triangle ABC$ inscribed in circle D . If $m\angle CBD = 44^\circ$, find and explain the $m\angle BAC$.



2. You and a friend place a wooden step stool next to the stage for an upcoming school play. Use the step stool shown to answer the following questions.



Part A - Find the horizontal length of the step stool.

Part B - Find the height of the step stool. Round your answer to the nearest tenth.

Part C - Find the height of each step. Round your answer to the nearest tenth.

Part D - Find the measure of angle C.

Physical Science: High School

Standard

SPS1. Students will investigate our current understanding of the atom

- a. Examine the structure of the atom in terms of proton, electron, and neutron locations, atomic mass and atomic number, and atoms with different numbers of neutrons (isotopes). Explain the relationship of the proton number to the element's identity.

SPS3. Students will distinguish the characteristics and components of radioactivity.

- b. Differentiate between fission and fusion
- a. Describe nuclear energy, its practical application as an alternative energy source, and its potential problems.

Although nuclear fusion power plants are not currently used for power generation, people want to develop fusion power. Nuclear fusion power plants in the future are expected to solve some of the technological problems of existing nuclear fission power plants.

- A. Describe two advantages nuclear fusion power would have compared with nuclear fission power. (Do not include economic factors.)

1. _____

2. _____

Questions B and C are based on the following information.

The following data for the Sun and the four inner planets of the Solar System have been observed.

	Mean Distance from the Sun (million <u>kilometers</u>)	Diameter (<u>kilometers</u>)
Sun		1,400,000
Mercury	58	4,900
Venus	108	12,100
Earth	150	12,800
Mars	228	6,800

In a simplified model of the Solar System, the planets revolve around the Sun in circular orbits, all in the same plane. Each planet has a different period of revolution. Also, each planet is a sphere that rotates about an axis through its center, but with a different period of rotation. In this model the axis of rotation of each planet is perpendicular to the plane of the orbit.

B. One early simple model of the atom is very similar to the model of the Solar System as described above. In the space below, draw a sketch of this simple model of an atom, labeling its components.

C. Describe two similarities and two differences between this model of the atom and the simplified model of the Solar System.

10th Grade Social Studies

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority at a number of points, particularly along the northern boundaries...

...As in the case of Greece, if Turkey is to have the assistance it needs, the United States must supply it. We are the only country able to provide that help...

... One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations.

Excerpts from the Truman Doctrine; 1947

Part A: Explain the tools used by the U.S. Government to carry out the Truman Doctrine as a foreign policy when concerning military aid, sanctions and military intervention.