

## 7<sup>th</sup> Grade Student eLearning Activities Log Day 1

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 1

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</p> <p><b>Health:</b> Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.</p> <p><b>Drama:</b> Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.</p>
Read for 20 minutes using a book at home <b>or</b> use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				
<b>OR</b>				
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities	Complete Math handouts and return them to school.	Complete the Social Studies handouts and return them to school.	Complete the Science handouts and return them to school.	<p><b>Art:</b> Create a collage about your life using items from your home.</p> <p><b>Music:</b> Complete a song reflection for a favorite song that is appropriate for school. Describe the reasons you like or dislike about the song and genre.</p> <p><b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</p> <p><b>STEM:</b> Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). <a href="#">Click here for some examples.</a></p>
Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer, write two paragraphs summarizing what you have read.				

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

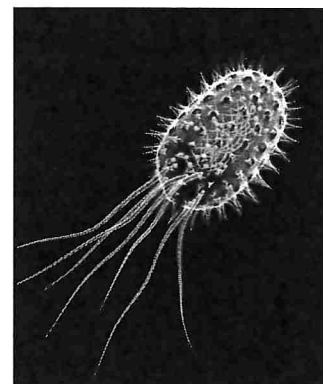


## Reading Science

Name: \_\_\_\_\_ Date: \_\_\_\_\_

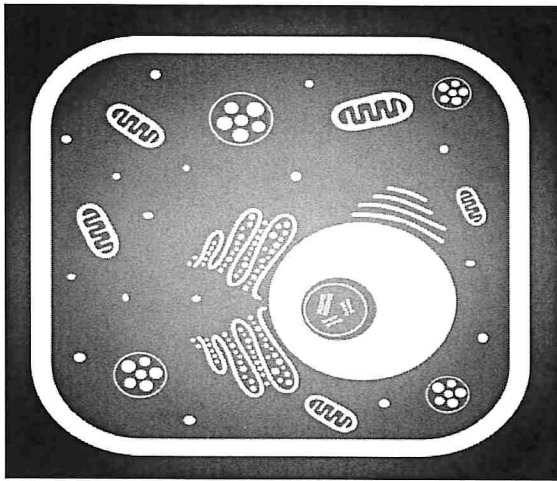
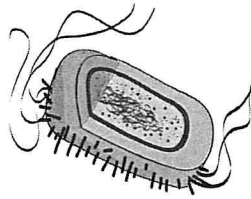
### Prokaryotic and Eukaryotic Cells

- 1 All living things are made up of cells. Cells are the basic building blocks of life. There are two distinct types of cells: prokaryotic and eukaryotic. All living organisms fall into one of three domains: Eukarya, Bacteria, or Archaea. All animals, fungi, protists, and algae are in the Eukarya domain because they have eukaryotic cells. Bacteria and Archaea species are single prokaryotic cells.
- 2 Eukaryotic cells have a nucleus inside a membrane. This membrane keeps the genetic materials of the cell separate from the rest of the cell. Eukaryotic cells also have membranes covering organelles inside their cell membranes. Prokaryotic cells do not have a membrane containing their genetic material. Their genetic material is just floating around freely inside the cell membrane. They are one-celled organisms. That means that the entire organism consists of just one cell.
- 3 All organisms you usually think of as “alive”—such as plants, mammals, birds, and fish—are all composed of many eukaryotic cells. All of these organisms can survive the death of one or even 100 of their cells because they have so many. This is because other cells can carry out the functions of the lost cells until more cells can be created as replacements. This is not true for a prokaryotic organism, like a bacterium. These organisms consist of only one cell. If that one cell dies, then the organism dies. In all living organisms, the cell is the basic unit of life.
- 4 Prokaryotic and eukaryotic cells look different from each other. The first difference someone might notice is that they are different sizes. The average eukaryotic cell is much larger than the average prokaryotic cell. Since prokaryotic cells are much smaller, nutrients and chemicals can spread throughout the cell faster. They do not need the help of “specialized” cell parts. Eukaryotic cells are larger. It is more efficient for them to have various cell parts that carry out functions like providing energy to the cell.
- 5 The next difference is the most important one: the nuclear membrane. Eukaryotic cells have a membrane in the middle. Inside this membrane is the nucleus that contains all of the genetic material of the cell. It is helpful for the DNA to be in the middle of its own membrane, so that it can be protected from damage. The DNA inside prokaryotic cells is circular and has no ends, unlike the many separate straight strands of eukaryotic DNA.
- 6 All of these differences just accentuate the variety of life existing on planet Earth. Some organisms only need one cell, while others need millions of different cells in order to live.





## Reading Science

**A****B**

1. Examine the cell diagrams shown. Which of the following choices identifies the eukaryotic cell for the correct reason?
    - A. Because it is a single cell
    - B. Because it contains organelles
    - C. Because it is much smaller
    - D. Because it contains genetic material
- 
2. Which statement is true about the cells of nonliving objects?
    - A. They have prokaryotic cells.
    - B. They have eukaryotic cells.
    - C. They have a mixture of prokaryotic and eukaryotic cells.
    - D. They do not have cells.



## Reading Science

3. What is the structure of prokaryotic cells?
- A. The DNA is wrapped in a protective membrane.
  - B. The DNA is many separate strands.
  - C. The DNA is one endless loop.
  - D. There is no DNA in prokaryotic cells.
- 
4. Based on the context, in paragraphs 2 and 5, **membrane** refers to—
- A. cells of different sizes.
  - B. organisms that consist of only one cell.
  - C. a thin, soft, pliable sheet or layer.
  - D. large, efficient cells.
- 
5. "Karyose" comes from a Greek word that means "kernel," and "pro" means "before." Based on this information, **prokaryotic** means—
- A. having several nuclei.
  - B. possessing a true nucleus.
  - C. before a nucleus.
  - D. one membrane.
-

## STORY PROBLEMS WITH INTEGERS

**Read carefully and solve.**

1. When Steve woke up. His temperature was  $102^{\circ}$  F. Two hours later it was  $3^{\circ}$  lower. What was his temperature then?
2. An elevator is on the twentieth floor. It goes down 11 floors and then up 5 floors. What floor is the elevator on now?
3. A deep-sea exploring ship is pulling up a diver at the rate of 25 feet per minute. The diver is 200 feet below sea level. How deep was the diver 10 minutes ago?
4. If it is  $5^{\circ}$  outside and the temperature will drop  $17^{\circ}$  in the next six hours, how cold will it get?
5. Josie has \$47 left on her checking account. If she writes a check for \$55, what will Josie's balance be?

6. Joe is playing a game with a regular die. If the number that turns up is even, he will gain 5 times the number that comes up. If it is odd, he will lose 10 times the number that comes up. He tosses a 3. Express the results as an integer.
7. It will be  $-12^{\circ}$  tonight. The weatherman predicts it will be  $25^{\circ}$  warmer by noon tomorrow. What will the temperature be by noon tomorrow?
8. The average temperature at the South Pole is  $-45^{\circ}$  F. The average temperature on the Equator is  $92^{\circ}$  F. How much warmer is the average temperature on the Equator than at the South Pole?
9. Felix reported that the coldest day on record for his town was five times colder than yesterday's temperature,  $-4^{\circ}$  C. What was the temperature of the coldest day on record in Felix's town?
10. The elevation of Mt. Everest is 29,028 feet. The elevation of the Dead Sea is  $-485$  feet. What is the difference in the elevation between Mt. Everest and the Dead Sea?

## Evaluating Variable Expressions

Date\_\_\_\_\_ Period\_\_\_\_

**Evaluate each using the values given.**

1)  $n^2 - m$ ; use  $m = 7$ , and  $n = 8$

2)  $8(x - y)$ ; use  $x = 5$ , and  $y = 2$

3)  $yx \div 2$ ; use  $x = 7$ , and  $y = 2$

4)  $m - n \div 4$ ; use  $m = 5$ , and  $n = 8$

5)  $x - y + 6$ ; use  $x = 6$ , and  $y = 1$

6)  $z + x^3$ ; use  $x = 1$ , and  $z = 19$

7)  $y + yx$ ; use  $x = 15$ , and  $y = 8$

8)  $q \div 6 + p$ ; use  $p = 10$ , and  $q = 12$

9)  $x + 8 - y$ ; use  $x = 20$ , and  $y = 17$

10)  $15 - (m + p)$ ; use  $m = 3$ , and  $p = 10$

11)  $10 - x + y \div 2$ ; use  $x = 5$ , and  $y = 2$

12)  $p - 2 + qp$ ; use  $p = 7$ , and  $q = 4$

Title of Book: \_\_\_\_\_ Date: \_\_\_\_\_

Page # Started \_\_\_\_\_ Ended \_\_\_\_\_

### Thoughts/Connections

This reminded me of.....

This makes me think.....

In the text it said \_\_\_\_\_ and it made me think \_\_\_\_\_.

### Feelings

The character is sad because.....

I am excited to see what happens next because.....

### Questions

- I wonder....
- Why did the character do .....
- In the text it said \_\_\_\_\_. I wonder why \_\_\_\_\_.

### Facts/Ideas/Vocabulary

A new word I learned is \_\_\_\_\_. It means \_\_\_\_\_.

The story takes place \_\_\_\_\_

How did the reading strategy you learned today help you?

---



---



---



---



**Daily Reading Log**

You become a better reading each day you practice! Please practice building your reading stamina EVERYDAY, then fill out your reading log.

**Daily Reading Log**

You become a better reading each day you practice! Please practice building your reading stamina EVERYDAY, then fill out your reading log.

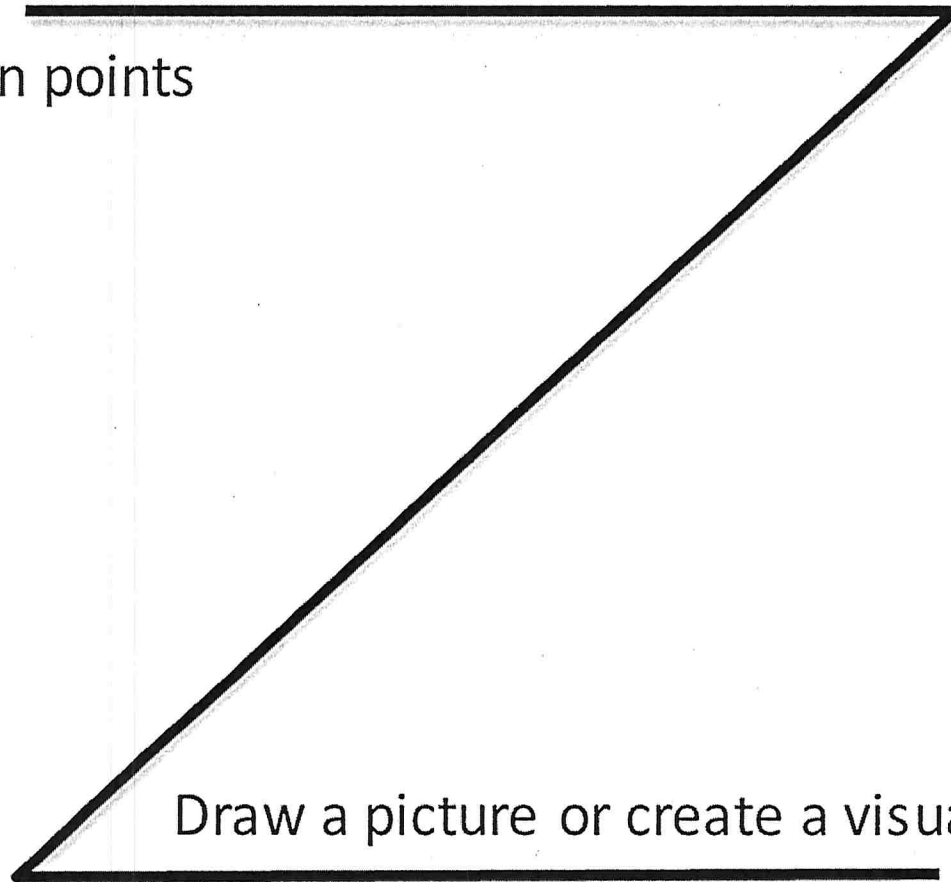
[illegible]

Topic or Title: \_\_\_\_\_

Main Idea: \_\_\_\_\_

3 main points

- 
- 
- 



Draw a picture or create a visual representation

**Citizenship and the Constitution/La ciudadanía y la Constitución****Lesson/Lección 4****MAIN IDEAS/IDEAS PRINCIPALES**

1. Citizenship in the United States is determined in several ways./En Estados Unidos, la ciudadanía se determina de varias maneras.
2. Citizens are expected to fulfill a number of important duties./Se espera que los ciudadanos cumplan con ciertas responsabilidades importantes.
3. Active citizen involvement in government and the community is encouraged./Se alienta la participación activa de los ciudadanos en el gobierno y la comunidad.

**Key Terms and People/Personas y palabras clave**

**naturalized citizens/ciudadanos naturalizados** foreign-born people who: a) live in the United States, b) whose parents are not citizens, and c) who complete the requirements for U.S. citizenship/personas nacidas en el extranjero que: a) viven en Estados Unidos, b) tienen padres que no son ciudadanos del país y c) completan los requisitos para adquirir la ciudadanía estadounidense

**deport/deportar** return to an immigrant's country of origin/enviar a un inmigrante a su país de origen

**draft/conscripción** required military service/servicio militar obligatorio

**political action committees/comités de acción política** groups that collect money for candidates who support certain issues/grupos que recolectan dinero para los candidatos que apoyan ciertos asuntos

**interest groups/grupos de interés** groups of people who share a common interest that motivates them to take political action/grupos de personas que comparten un interés en común que los motiva a involucrarse en iniciativas políticas

**Lesson Summary/Resumen de la lección****GAINING U.S. CITIZENSHIP/ADQUIRIR LA CIUDADANÍA ESTADOUNIDENSE**

Foreign-born people whose parents are not citizens of the United States may become **naturalized citizens** of the United States. First, they apply for citizenship.

Then they go through a process that leads to citizenship. When citizenship is granted, they have most of the rights and responsibilities of other citizens./Las personas nacidas en el extranjero cuyos padres no son ciudadanos de Estados Unidos tienen la posibilidad de convertirse en **ciudadanos**

**naturalizados**. Primero, solicitan la ciudadanía. Luego pasan por un proceso que puede otorgarles la ciudadanía. Cuando se les otorga la ciudadanía,

Lesson/Lección 4, *continued/continuación*

tienen la mayoría de los derechos y responsabilidades que tienen los demás ciudadanos.

Legal immigrants have many of the rights and responsibilities of citizens. However, they cannot vote or hold public office. The U.S. government can **deport** immigrants who break the law. Legal immigrants over age 18 may seek naturalization after living in the United States for five years. After completing the requirements, the people stand before a naturalization court and take an oath of allegiance to the United States. They then receive certificates of naturalization. There are two differences between native-born and naturalized citizens. Naturalized citizens can lose their citizenships. Naturalized citizens cannot become president or vice-president. / Los inmigrantes legales tienen gran parte de los derechos y las responsabilidades de los ciudadanos. Sin embargo, no pueden votar ni ocupar cargos públicos. El gobierno de Estados Unidos puede **deportar** a los inmigrantes que violan la ley. Los inmigrantes legales mayores de 18 años pueden solicitar la naturalización después de vivir cinco años en el país. Una vez que cumplen con los requisitos, se tienen que presentar ante una corte de naturalización y jurar lealtad a Estados Unidos. Luego reciben el certificado de naturalización. Hay dos diferencias entre los ciudadanos nacidos en Estados Unidos y los naturalizados. Los ciudadanos naturalizados pueden perder la ciudadanía. Los ciudadanos naturalizados no pueden ser presidente ni vicepresidente del país.

What limits exist on the rights of legal immigrants? / ¿Qué límites tienen los derechos de los inmigrantes legales?

Where is the oath of allegiance taken? / ¿Dónde se realiza el juramento de lealtad?

**RESPONSIBILITIES OF CITIZENSHIP/LAS RESPONSABILIDADES DE LA CIUDADANÍA**

Citizens have duties as well as rights. Citizens must obey laws and authority. In addition, they must pay taxes for services. Taxes pay for public roads and public schools. Americans pay a tax on their income to the federal government. Sometimes they pay an income tax to their state. Men 18 years or older must register with selective service in case of a **draft**. Citizens must serve on juries to give others the right to a trial by jury. / Además de derechos, los ciudadanos tienen deberes. Deben obedecer las leyes y la

Why do citizens have duties along with rights? / ¿Por qué los ciudadanos tienen deberes además de derechos?

Lesson/Lección 4, *continued/continuación*

---

autoridad. También deben pagar impuestos por los servicios. Los impuestos sirven para financiar las carreteras y las escuelas públicas. Los estadounidenses pagan un impuesto sobre sus ingresos al gobierno federal. A veces pagan un impuesto sobre sus ingresos a su estado. En caso de que surja la necesidad de una **conscripción**, los hombres mayores de 18 años se tienen que inscribir en el servicio selectivo del ejército. Los ciudadanos deben oficiar como miembros de jurados para dar a los demás la posibilidad de un juicio con jurado.

Voting in elections is one of a citizen's most important responsibilities. Before voting, a citizen must find out as much as possible about the issues and candidates. A variety of media sources offer information, but some may be deliberately biased./ Una de las responsabilidades más importantes de los ciudadanos es la de votar en las elecciones. Antes de votar, el ciudadano debe familiarizarse lo más posible con los asuntos y los candidatos. Muchos medios de comunicación ofrecen información, pero algunos pueden ser intencionalmente sesgados.

Underline the sentence that describes the media./Subraya la oración que describe los medios.

**CITIZENS AND SOCIETY/LOS CIUDADANOS Y LA SOCIEDAD**

Anyone can help in a campaign, even people who are not eligible to vote. Many people help with donations to **political action committees** (PACs). People can influence government officials at any time, not just during elections. Many U.S. citizens work with **interest groups**. Citizens can also work alone in elections or politics in general./Todos pueden ayudar en una campaña, incluso aquellos que no pueden votar.

Muchas personas ayudan con donaciones a **comités de acción política** (PAC, por sus siglas en inglés). Las personas pueden influir sobre los funcionarios del gobierno en cualquier momento, no solamente durante las elecciones. Muchos ciudadanos de Estados Unidos trabajan con **grupos de interés**. Los ciudadanos también pueden trabajar de forma individual en las elecciones o en cualquier actividad política.

Lesson/Lección 4, *continued/continuación*

Many dedicated Americans also volunteer in community service groups. Volunteer firefighters fight fires. Neighborhood Watch groups tell police if they see criminal activity. Simple acts such as picking up trash in a park or serving food at a food shelter help a community./Muchos estadounidenses se ofrecen como voluntarios en grupos de servicio a la comunidad. Los bomberos voluntarios apagan incendios. Los grupos de vigilancia vecinal informan a la policía si ven alguna actividad criminal. La comunidad también se beneficia con una acción tan simple como recoger la basura en un parque o servir comida en un comedor social.

Why is community service important and valuable?/¿Por qué es importante y valioso el servicio comunitario?

---

---

---

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**

**Critical Thinking: Analyze/Pensamiento crítico:**

**Analizar** What connects a citizen's rights and responsibilities? Design a graphic organizer showing connections./¿Qué conecta los derechos y las responsabilidades de un ciudadano? Diseña un organizador gráfico que muestre las conexiones.

**DIRECTIONS/INSTRUCCIONES** Write two adjectives or descriptive phrases that describe each term./Escribe dos adjetivos o frases que describan cada palabra.

1. interest groups/grupos de interés \_\_\_\_\_  
\_\_\_\_\_
2. immigrants/inmigrantes \_\_\_\_\_  
\_\_\_\_\_
3. political action committees/comités de acción política \_\_\_\_\_  
\_\_\_\_\_
4. naturalized citizens/ciudadanos naturalizados \_\_\_\_\_  
\_\_\_\_\_
5. draft/conscripción \_\_\_\_\_  
\_\_\_\_\_

Lesson/Lección 4, *continued/continuación*

deport/ deportar	draft/ conscripción	political action committees/ comités de acción política
immigrants/ inmigrantes	interest groups/ grupos de interés	naturalized citizens/ ciudadanos naturalizados

**DIRECTIONS/INSTRUCCIONES** Use the six vocabulary words above to write a summary of what you learned in the lesson./Usa las seis palabras de vocabulario de la lista de arriba para escribir un resumen de lo que aprendiste en la lección.

---

---

---

---

---

---

---

---

---

---