

## Registro de actividades de aprendizaje electrónico para estudiantes Día 2: Grado 8

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 2

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 or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				
OR				
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 another family member's favorite song. Describe the reasons you like or dislike about the song and genre compared to your music choices.</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.				

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

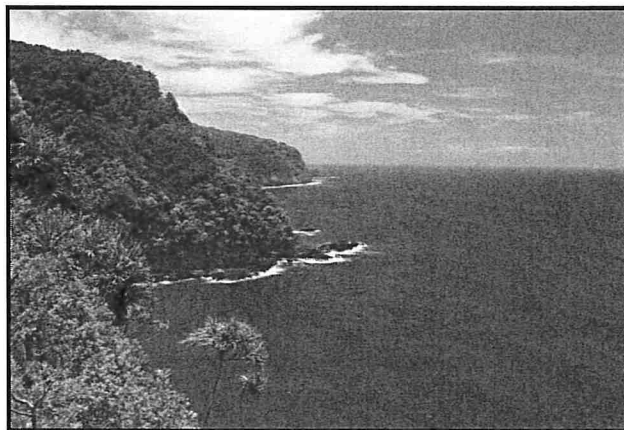


## Reading Science

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

### Pocos elementos, muchos compuestos

1. Piensa en el alfabeto español. ¡Millones de palabras se pueden formar con apenas 27 letras! Lo mismo sucede con los elementos y los compuestos. Con unos pocos elementos comunes (la forma básica de la materia que no puede dividirse más) se forman casi todos los compuestos del planeta, lo que incluye las rocas (tierra sólida), el aire, el agua y hasta a las personas.
2. Viajemos a Maui, en las islas hawaianas. Cuando cruzas el océano Pacífico, viajas por encima del agua del mar, que está compuesta de hidrógeno, oxígeno, sodio, cloro y trazas de otros elementos. El agua pura tiene solo hidrógeno y oxígeno. Apenas llegas a la isla, caminas en la arena que, en realidad, son trozos diminutos de roca desgastada formada principalmente de oxígeno y silicio. Sientes una agradable brisa tropical en la cara; está compuesta de nitrógeno, oxígeno, un poco de argón y dióxido de carbono y pequeñas cantidades de otros gases.
3. Al caminar alrededor, verás las rocas volcánicas y las montañas de la isla que están formadas por mezclas de oxígeno y silicio, con magnesio, aluminio, potasio, hierro y pequeñas cantidades de otros elementos. La roca volcánica verde, que también es abundante en la isla, tiene una gran concentración de hierro y magnesio.
4. Seguramente te llamarán la atención todas las plantas y animales. En las islas hawaianas hay mucha diversidad y te concentras en los árboles, arbustos y flores de gran belleza. Un árbol hawaiano, una hermosa orquídea morada que está sobre ese árbol, un escarabajo que se arrastra por el suelo y una persona nacida en Hawái —todos estos son ejemplos de materia viva compuesta por los elementos hidrógeno, oxígeno, carbono y nitrógeno, con el hidrógeno como el más abundante—.
5. Al irte de Hawái, te maravillas por todo lo que has visto y por el hecho de que tantos compuestos puedan estar formados de tan pocos elementos. Gracias a los cambios químicos, unos pocos elementos simples pueden transformarse en muchísimas cosas diferentes.





## Reading Science

1. ¿Cuál es la forma básica de la materia que no puede dividirse más?
  - A. Un compuesto
  - B. Un elemento
  - C. Una reacción química
  - D. Un organismo

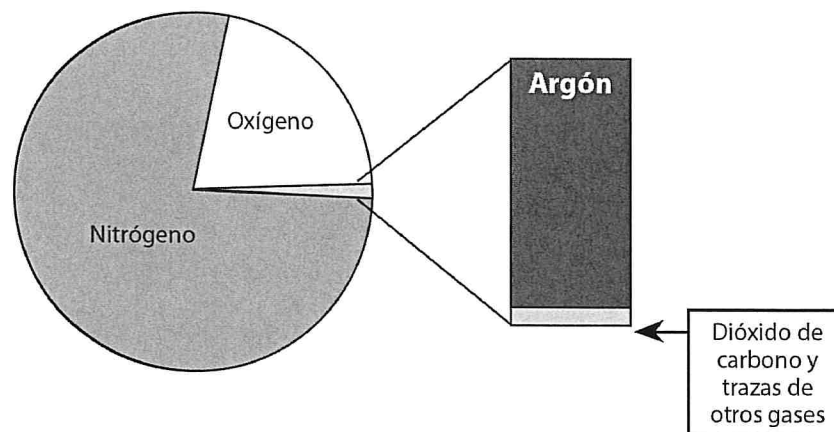
---
2. ¿Cuál de los siguientes elementos forma parte de los seres vivos pero no de las rocas volcánicas?
  - A. Oxígeno
  - B. Silicio
  - C. Magnesio
  - D. Carbono

---
3. ¿Cuál de los siguientes enunciados resume mejor la lectura?
  - A. En las islas hawaianas hay rocas y montañas volcánicas.
  - B. La roca volcánica verde tiene una gran concentración de hierro y magnesio.
  - C. La arena consiste en trozos diminutos de roca desgastada compuesta principalmente de oxígeno y silicio.
  - D. Unos pocos elementos comunes conforman casi todos los compuestos del planeta.



## Reading Science

4. ¿Cuál de las siguientes afirmaciones es *verdadera*?
- A. Unos pocos elementos se combinan para formar muchos compuestos.
  - B. Muchos elementos se combinan para formar unos pocos compuestos.
  - C. Los elementos no se pueden combinar, salvo artificialmente.
  - D. Hawái está formado por solo unos pocos tipos de compuestos.
- 



5. Esta gráfica muestra los compuestos que forman el aire. El rectángulo de la derecha es una vista expandida de la sección más pequeña de color negro de la gráfica circular. ¿Qué porcentaje del aire representa el oxígeno?
- A. 0.07 %
  - B. 0.93 %
  - C. 21 %
  - D. 78 %

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

### Integer Word Problems

1. Cara monitors a snail in her aquarium. She notes that this morning it crawled 1" up the glass. A few hours later it crawled another 2" up the glass. Later, it crawled 4" down the glass. How far is the snail from where it started?
2. Henry starts the day with \$30. He and his sister go to the fair. He pays for his own admission of \$10, but fails to notice that \$15 falls out of his wallet while he is paying. His sister lends him \$10 so that he can still enjoy the fair. Write the equation that illustrates his day's financial events.
3. Karen opens a credit account to purchase a new bed. She makes a down payment of \$200 on a \$1,000 bed. What is her financial situation?
4. Felicia owes her Dad \$5.00. She earns \$12.00 doing chores. How much did Felicia receive after her Dad took out what she owed him?
5. An elevator started at the first floor and went up 18 floors. It then came down 11 floors and went back up 16. At what floor was it stopped?
6. At midnight, the temperature was  $30^{\circ}$  F. By 6:00 a.m., it had dropped  $5^{\circ}$  and by noon, it had increased by  $11^{\circ}$ . What was the temperature at noon?
7. Some number added to 5 is equal to -11. Find the number.
8. From the top of a mountain to the floor of the valley below is 4,392 feet. If the valley is 93 feet below sea level, what is the height of the mountain?
9. During one week, the stock market did the following: Monday rose 18 points, Tuesday rose 31 points, Wednesday dropped 5 points, Thursday rose 27 points and Friday dropped 38 points. If it started out at 1,196 on Monday, what did it end up on Friday?
10. An airplane started at 0 feet. It rose 21,000 feet at takeoff. It then descended 4,329 feet because of clouds. An oncoming plane was approaching, so it rose 6,333 feet. After the oncoming plane passed, it descended 8,453 feet, at what altitude was the plane flying?
11. Some number added to -11 is 37. Divide this number by -12. Then, multiply by -8. What is the final number?
12. Jim decided to go for a drive in his car. He started out at 0 miles per hour (mph). He then accelerated 20 mph down his street. Then, to get on the highway he accelerated another 35 miles per hour. A car was going slow in front of him so he slowed down 11 mph. He then got off the highway, so he slowed down another 7 mph. At what speed is he driving?

## Daily Reading Log

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

## Daily Reading Log

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

[illegible]

## Vocabulary: Word Roots *-trib-*, *-limin-*, and *-jud-*

### Assess

**A** Circle *T* if the statement is true or *F* if the statement is false. Then, write a sentence to explain your answer.

1. T/F Subliminal advertising is characterized by bold slogans designed to attract attention.

\_\_\_\_\_

2. T/F A person who is judicious would think carefully before making a decision.

\_\_\_\_\_

3. T/F Prejudice helps people get along with each other.

\_\_\_\_\_

4. T/F If you forgive someone who has harmed you, you will seek retribution.

\_\_\_\_\_

\_\_\_\_\_

**B** Circle the root in each word, and think about its meaning. Then, write the word's meaning on the first line. Use a dictionary to check the meaning. Finally, use each word in a new sentence.

1. judgment \_\_\_\_\_

\_\_\_\_\_

2. distributed \_\_\_\_\_

\_\_\_\_\_

3. elimination \_\_\_\_\_

\_\_\_\_\_

4. judiciary \_\_\_\_\_

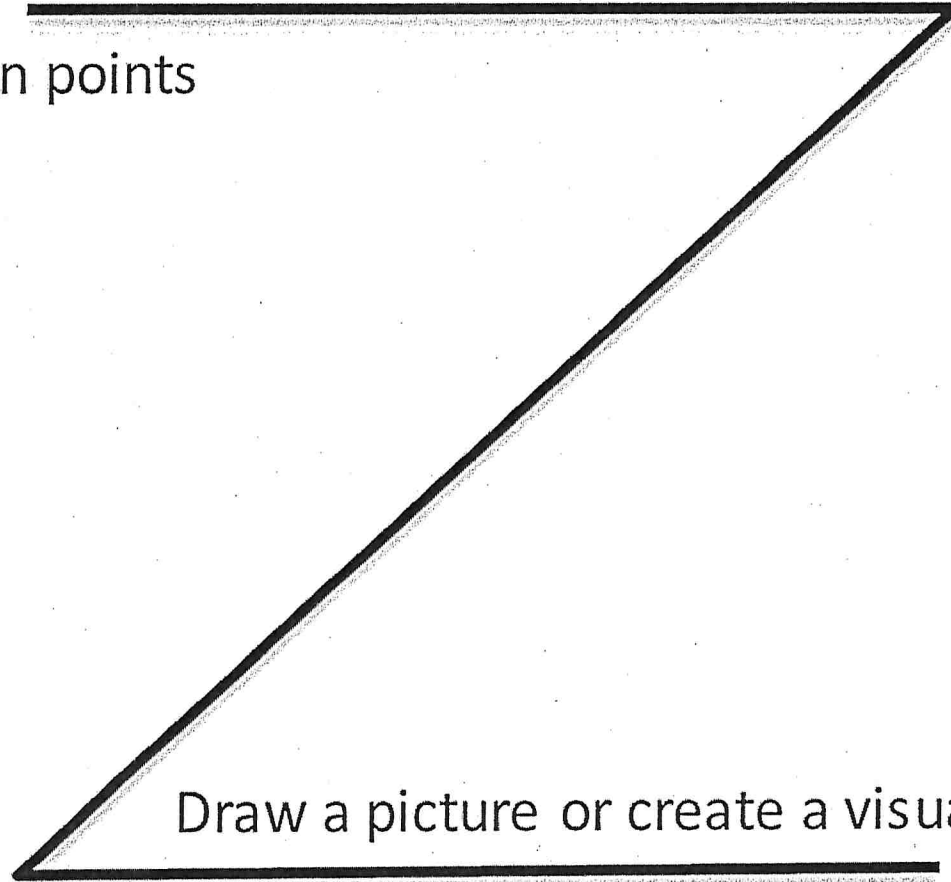
\_\_\_\_\_

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

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

3 main points

- 
- 
- 



Draw a picture or create a visual representation



**The Twenty-First Century/El siglo XXI****Lesson/Lección 2****MAIN IDEAS/IDEAS PRINCIPALES**

1. The nation faced difficult challenges during President Bush's second term./ La nación enfrentó retos difíciles durante la segunda presidencia de Bush.
2. Barack Obama became the first African American president of the United States./Barack Obama se convirtió en el primer presidente afroamericano de Estados Unidos.
3. The Obama administration worked toward economic recovery and ending the Iraq War./La presidencia de Obama trabajó para recuperar la economía y poner fin a la guerra en Irak.

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

**Department of Homeland Security/Departamento de Seguridad Nacional** cabinet department that protects American citizens from terrorism/departamento del gabinete que protege a los ciudadanos estadounidenses del terrorismo

**USA PATRIOT Act/Ley Patriota de EE. UU.** law giving the government powers to protect against terrorism/ley que otorga al gobierno poderes para proteger a sus ciudadanos del terrorismo

**Condoleezza Rice/Condoleezza Rice** secretary of state during George W. Bush's second term/secretaria de estado durante la segunda presidencia de George W. Bush

**Nancy Pelosi/Nancy Pelosi** first female Speaker of the House of Representatives/primera mujer presidente de la Cámara de Representantes

**Barack Obama/Barack Obama** elected president of the United States in 2008 and reelected in 2012; first African American to serve as president/presidente de Estados Unidos elegido en 2008 y reelegido en 2012; primer presidente afroamericano

**Patient Protection and Affordable Care Act/Ley de Protección al Paciente y Cuidado de Salud Asequible** law requiring that health care be available for all Americans/ley según la cual todos los estadounidenses deben tener acceso a la asistencia médica

**Lesson Summary/Resumen de la lección****GEORGE W. BUSH/GEORGE W. BUSH**

After 9/11 President George W. Bush created the **Department of Homeland Security**. This was done to help protect the United States from terrorism. Also, Congress passed the **USA PATRIOT Act**. This law gives the United States power to protect citizens from possible terrorists. Some people have said that this law goes too far and is unconstitutional./Después de los atentados del 11 de septiembre, el presidente George W. Bush creó el **Departamento de Seguridad**

Underline the words that describe the main goal of the Department of Homeland Security./Subraya las palabras que describen el objetivo principal del Departamento de Seguridad Nacional.

Lesson/Lección 2, continued/continuación

**Nacional** para proteger a Estados Unidos del terrorismo. Además, el Congreso aprobó la **Ley Patriota de EE.UU.** Esta ley otorga a Estados Unidos poderes para proteger a sus ciudadanos de posibles terroristas. Algunas personas consideran que esta ley es excesiva e inconstitucional.

The war in Iraq created controversy in the United States. Some people questioned why the country entered into the war and continued fighting./La guerra en Irak generó controversias en Estados Unidos. Algunas personas cuestionaron las razones por las que el país había entrado en la guerra y criticaron la continuidad de la lucha.

President Bush made important appointments to his cabinet and the Supreme Court in his second term. For example, **Condoleezza Rice** became the first female African American secretary of state./El presidente Bush hizo varios nombramientos importantes en su gabinete y en la Corte Suprema durante su segunda presidencia. Por ejemplo, **Condoleezza Rice** fue la primera mujer afroamericana que ocupó la Secretaría de Estado.

The Democrats gained control of both houses of Congress during midterm elections in 2006. Democrat **Nancy Pelosi** became the first woman to be elected Speaker of the House of Representatives./Los demócratas obtuvieron la mayoría en las dos cámaras del Congreso en las elecciones legislativas de 2006. La demócrata **Nancy Pelosi** se convirtió en la primera mujer presidente de la Cámara de Representantes.

The way the Bush administration handled natural disasters, the Iraq War, and the economy brought much criticism. An economic recession in 2008 caused more problems. Many Americans became increasingly dissatisfied with the policies of the Bush administration./El gobierno de Bush recibió muchas críticas por la manera en que lidió con los desastres naturales, la guerra en Irak y la economía. La recesión económica de 2008 causó más problemas. Muchos estadounidenses estaban cada vez más insatisfechos con las medidas tomadas por el gobierno de Bush.

What was one reason why the appointment of Condoleezza Rice was significant?/¿Cuál fue una de las razones por la que el nombramiento de Condoleezza Rice fue importante?

---

---

---

Lesson/Lección 2, *continued/continuación***BARACK OBAMA/BARACK OBAMA**

Promising change, **Barack Obama** won the 2008 presidential election. In doing so, he became the nation's first African American president. President Obama began his presidency by introducing a stimulus package. It was designed to help improve the economy./Con sus promesas de cambio, **Barack Obama** ganó las elecciones presidenciales de 2008 y se convirtió en el primer presidente afroamericano de la nación. Al comienzo de su mandato, el presidente Obama presentó una serie de medidas de estímulo diseñadas para ayudar a recomponer la economía.

President Obama then turned his attention to health care reform. He signed the **Patient Protection and Affordable Care Act**. Many people questioned whether the government should require that citizens have health care./Luego, el presidente Obama se concentró en la reforma de la cobertura de salud. Firmó la **Ley de Protección al Paciente y Cuidado de Salud Asequible**. Muchas personas se preguntaron si el gobierno debía exigir que los ciudadanos tuvieran cobertura de salud.

The Obama administration also focused on fighting terrorism. It pulled combat troops from Iraq. However, it increased military operations in Afghanistan. U.S. Special Forces located and killed Osama bin Laden. Later, the Obama administration began efforts to try to lessen the threat of ISIS, a growing terrorist group./El gobierno de Obama también se concentró en combatir el terrorismo. Retiró las tropas de Irak; sin embargo, incrementó las operaciones militares en Afganistán. Las Fuerzas Especiales de Estados Unidos localizaron y mataron a Osama bin Laden. Tiempo después, el gobierno de Obama comenzó a tomar medidas para disminuir la amenaza que representa ISIS, un grupo terrorista en crecimiento.

Gun violence proved to be a growing problem in the twenty-first century. Americans tried to end gun violence in schools and elsewhere. Yet citizens have differing opinions about gun use. In 2010 the Supreme Court held that local and state bans on handguns

What changes did President Obama introduce?/¿Qué cambios presentó el presidente Obama?

---

---

---

**Lesson/Lección 2, *continued/continuación***

were unconstitutional. In 2013 President Obama proposed stricter federal gun-control laws./La violencia con el uso de armas de fuego se convirtió en un problema cada vez más alarmante del siglo XXI. Los estadounidenses intentaron poner fin a este tipo de violencia en las escuelas y en otros lugares. Sin embargo, los ciudadanos tienen diferentes opiniones sobre el uso de armas de fuego. En 2010, la Corte Suprema dictaminó que las prohibiciones de portación y uso de armas cortas a nivel local y estatal eran inconstitucionales. En 2013, el presidente Obama propuso leyes federales de control de armas de fuego más estrictas.

What was President Obama's response to the Supreme Court's ruling about local and state bans on handguns?/  
¿Cuál fue la respuesta del presidente Obama al dictamen de la Corte Suprema sobre las prohibiciones de uso de armas cortas a nivel local y estatal?

\_\_\_\_\_

\_\_\_\_\_

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**

**Critical Thinking: Make Judgments /Pensamiento**

**crítico: Emitir juicios** Find out more about the USA PATRIOT Act. Write a paragraph that tells whether you believe that the law is fair or unfair./Busca más información sobre la Ley Patriota de EE. UU. Escribe un párrafo en el que indiques si crees que la ley es justa o injusta.

Barack Obama/ Barack Obama	Nancy Pelosi/ Nancy Pelosi
Condoleezza Rice/ Condoleezza Rice	Patient Protection and Affordable Care Act/ Ley de Protección al Paciente y Cuidado de Salud Asequible
Department of Homeland Security/ Departamento de Seguridad Nacional	USA PATRIOT Act/ Ley Patriota de EE. UU.

**DIRECTIONS/INSTRUCCIONES** Answer each question by writing a sentence that contains at least one term or name from the word bank./

Responde las preguntas con una oración que contenga al menos una palabra o nombre del banco de palabras.

1. What cabinet group deals with terrorism in the United States?/¿Qué grupo del gabinete se ocupa del terrorismo en Estados Unidos?

\_\_\_\_\_

\_\_\_\_\_

Lesson/Lección 2, *continued/continuación*

---

2. What law gives the United States government many tools to fight terrorism?/¿Qué ley otorga al gobierno de Estados Unidos numerosas herramientas para combatir al terrorismo?

---

---

3. Who became the first African American woman to hold the office of secretary of state?/¿Quién fue la primera mujer afroamericana que ocupó el cargo de secretaria de estado?

---

---

4. Who was the first female to be elected Speaker of the House of Representatives?/¿Quién fue la primera mujer en ser elegida presidente de la Cámara de Representantes?

---

---

5. What law required Americans citizens to have health insurance?/¿Qué ley exige que los ciudadanos estadounidenses tengan cobertura de salud?

---

---

## Song Reflection eLearning Day 2

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

**Directions:** Please choose an appropriate song that you can reflect on for this music assignment. Complete a song reflection for another family member's favorite song.

*Song title:* \_\_\_\_\_

*Name of Artist(s)/group:* \_\_\_\_\_

*Total listening time:* \_\_\_\_\_

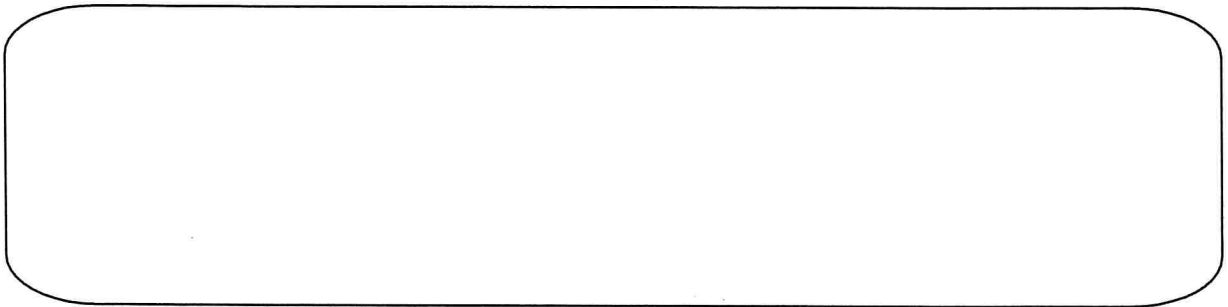
**Pre-listening reflection:** Why did you choose **this** song?

---

---

---

**Memory Map:** As you listen, draw or write words to help you remember what you hear. You may want to pause the song. Use the back of the sheet for more room if needed.



**Prediction:** Describe the reasons you like or dislike about the song and genre compared to your music choices.

---

---

---

**Point of View:** Describe who tells the story and how it is told

- Who is/are the **artist/s or group** of your song? Did they write the song?  
How do you know?

---

---

➤ There are three types of point of view.

1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description

2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description

3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the song told from? Cite an example that demonstrates this type of point of view.

---

---

---

---

➤ Does your song's **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

# Collage Activity

Create a collage about your life using items from your home.

A collage is a work of art that combines various materials to create a composition with visual unity.

- You may use a variety of materials from scraps of wallpaper to dried flowers. Magazines, newspapers, and photographs are commonly used, but the more creatively you use mixed media, the more inventive and intriguing your collage tends to be.
- Visual art is music to the eyes. Think about how you might provide a rhythm to the work through the use of positive and negative space as well as size and color. How do the lines work? What shapes are created? How does one thing interrelate with another? How have you organized the overall composition?
- Make your collage reflect your own personal identity/worldview, and do all of this within the context of how you are shaped by culture and experience. Think about who you are and how you got to be the way you are. Think about how you go about being in the world and of the people, places, things, and ideas that have influenced you.
- You may use any media you choose from newspaper on posterboard to multimedia, such as video, PowerPoint or other animated slide show software, Flash, webpage, etc.

Ask yourself:

- What is it that makes me a unique individual?
- What do I like to do?
- What are my core values and goals?
- What words and images reflect my views on life and the things I care deeply about?
- Who am I?
- How have people, experiences, and places shaped me?
- What/Who are the threads that weave the fabric of your life?
- What's my keenest insight? highest wisdom? deepest belief? truest face?
- What symbols best represent my true self?

Planning the Collage:

- Ask several people who know you well and whom you trust to give you 10 words that describe who you truly are & weave these into your collage.
- Collect objects, images, and text.
- Unity: does everything work together?
- Color: dominance, balance, blending, contrast, complementary, etc.



## Daily Nutrition Log

Date:

Su M Tu W Th F Sa

Weight: \_\_\_\_\_

Sleep: \_\_\_\_\_

Time	Qty	Food	Calories	Carbs	Sugar	Fat
7:30 AM	1	Cold Cereal	300.0	44.0	18.0	3.0
11:30 AM	1	Apple	95.0	25.0	19.0	0.0
Total:			395.0	69.0	37.0	3.0

## Time Notes


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? To get your heart rate count how many heartbeats happen in 10 seconds using your pulse and multiply that by 6 to get your heart rate of beats per minute.

Exercise/Activity	Time Before Activity	Heart Rate	Time After Activity	Heart Rate

## Daily Nutrition Log

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

Su M Tu W Th F Sa

Weight: \_\_\_\_\_

Sleep: \_\_\_\_\_

[illegible]

## Time Notes


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? To get your heart rate count how many heartbeats happen in 10 seconds using your pulse and multiply that by 6 to get your heart rate of beats per minute.

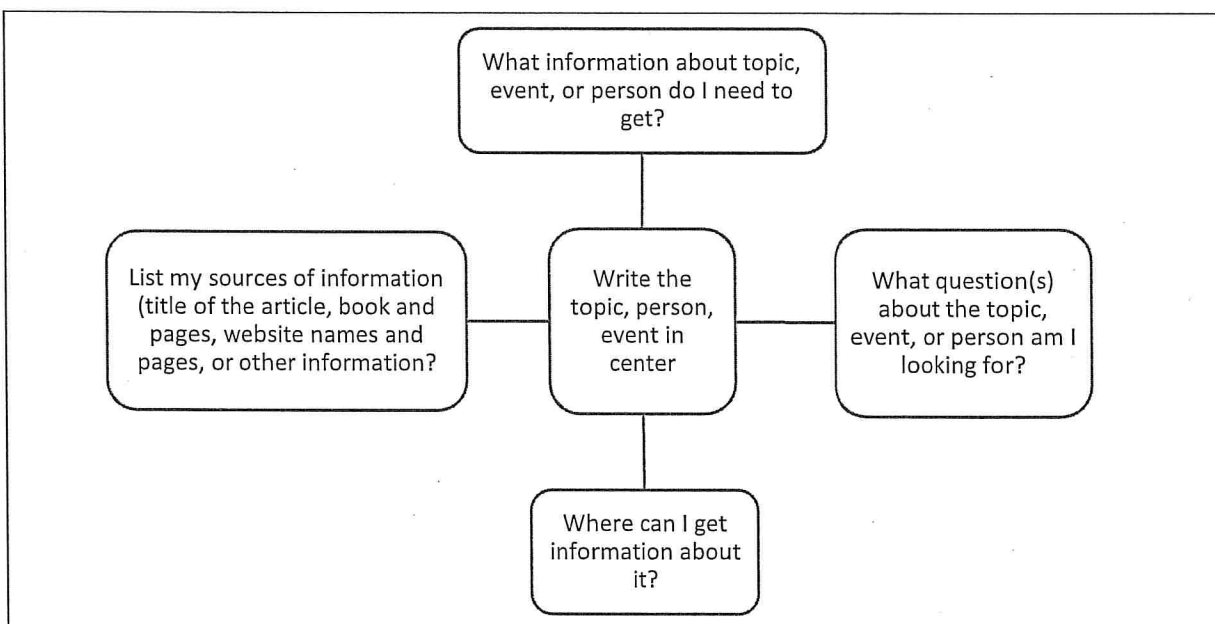
Exercise/Activity	Time Before Activity	Heart Rate	Time After Activity	Heart Rate

# eLearning Research Activity

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

Research about 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. Use the graphic organizer below to help you organize what you would like to write about.

## THINK AHEAD



## COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

\_\_\_\_\_

What do I need to know more about?

\_\_\_\_\_

What keywords relate to this topic, person, or event?

\_\_\_\_\_

## WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

---

---

---

---

---

---

---

---

---

---

## LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: \_\_\_\_\_

Author(s) of the resource: \_\_\_\_\_

Title of the chapter, section, website if needed: \_\_\_\_\_

Date of Publication/Last Update/Posting Listed on Resource \_\_\_\_\_ Date of Access \_\_\_\_\_

Exact name of website (URL) \_\_\_\_\_

Name of Book, Website, Magazine Article, or Textbook: \_\_\_\_\_

Author(s) of the resource: \_\_\_\_\_

Title of the chapter, section, website if needed: \_\_\_\_\_

Date of Publication/Last Update/Posting Listed on Resource \_\_\_\_\_ Date of Access \_\_\_\_\_

Exact name of website (URL) \_\_\_\_\_