

7th Grade Student eLearning Activities Log Day 8

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 8

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Complete Quick Cuts and set up an obstacle course and practice dribbling a ball.
Pearson Realize Writing: New Ending				Health: Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
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				Drama: Answer the following questions: What was the script about? Who helped you? Which parts of the work are you proud of? Which parts could have been better? What would you do differently if you could?
OR				
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer, write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Cheetahs: On the Brink of Extinction Again" and answer the questions.	Art: Draw a picture of your favorite celebrity. Add details using either colored pencils or a range of values. https://youtu.be/fw5kamqbWnk
				Music: 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.
				Journalism /Global Awareness: 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.
				STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.) . Click here for some examples.

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 8: Grado 7

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 8

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Complete Quick Cuts and set up an obstacle course and practice dribbling a ball.
Pearson Realize Writing: New Ending				Health: Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
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				Drama: Write a script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.
OR				
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Cheetahs: On the Brink of Extinction Again" and answer the questions.	Art: Draw a picture of your favorite celebrity. Add details using either colored pencils or a range of values. https://youtu.be/fw5kamqbWnk
				Music: 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.
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Firma de Padres _____ Fecha _____

Writing: New Ending**Practice**

The ending of a short story is important. Sometimes, endings are happy. Sometimes, endings surprise you. Sometimes, it is interesting to imagine a different ending to the story.

When you **write a new ending** to a story, remember to match the style of the original story. If characters have a distinctive way of speaking in the story, keep that way of speaking in your new ending. The story might have been written from the third-person point of view, with a narrator telling events from “outside” and using the pronouns *he*, *she*, and *they* when referring to the characters in the story. When writing a new ending for a story such as this, keep the third-person point of view. The story might have been written using the first-person point of view, with the narrator being part of the action and using the pronouns *I*, *me*, *my*, and *we* when referring to himself or herself. When writing a new ending for a story such as this, use the first-person point of view.

Read the story. Then, answer the questions.

Well, I tell ya, I farmed this land my whole life. It’s rough, hard soil, and oftentimes I’ve had an aching back. But I’ve always brought in the harvest, and we’ve always had enough to live on. My son Mike doesn’t understand me. “Dad!” he says, “We could sell this patch of dirt and be rich! People would buy up the lots and build big houses. You’re sitting on a gold mine! Let’s sell!”

I almost agreed to, but then I just could not do it. “Don’t matter, son,” I said. “I’d rather live right here in our old farmhouse than anywhere else on Earth.” Mike’s a touch angry now. He’ll come around.

1. Sum up the ending of this story. _____

2. From what point of view is this story told? _____
3. Write one sentence to describe a different ending to this story.

4. On a separate sheet of paper, write a new ending for this story. Remember to use the same point of view. Use the pronouns *I* and *me* when referring to yourself.

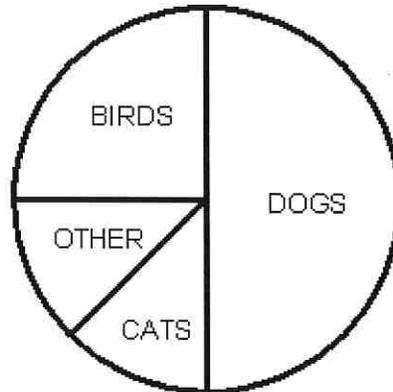
Name: _____ Period: _____ Date: _____

(Everybody Writes - #2)

Rubric

Mathematical Knowledge	Strategic Knowledge	Explanation	Total Points

Pet Survey



Twenty-four 7th graders were surveyed to find out what pets they had at home. Using the data from the pie graph above, determine the total number of students that have either a dog or a cat at home.

Show all your work. Explain in words **what you did** to find your answer. Tell **why** you took the steps you did to solve the problem.

1. Show and label your work!

2. Explain in words what you did and why you did it.

(Turn Over on back)

A blank sheet of lined paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are approximately 28 lines in total, with a slightly larger margin at the top and bottom.

Reconstruction/La Reconstrucción**Lesson/Lección 3****MAIN IDEAS/IDEAS PRINCIPALES**

1. Reconstruction governments helped reform the South./Los gobiernos de la Reconstrucción ayudaron a reformar el Sur.
2. The Ku Klux Klan was organized as African Americans moved into positions of power./El Ku Klux Klan se organizó cuando los afroamericanos comenzaron a ocupar puestos de poder.
3. As Reconstruction ended, the rights of African Americans were restricted./Al terminar la Reconstrucción, se limitaron los derechos de los afroamericanos.
4. Southern business leaders relied on industry to rebuild the South./Los líderes empresariales sureños se basaron en la industria para reconstruir el Sur.

Key Terms and People/Personas y palabras clave

Hiram Revels/Hiram Revels first African American senator/primer senador afroamericano

Ku Klux Klan/Ku Klux Klan secret society that used violence to oppress African Americans/sociedad secreta que utilizaba la violencia para oprimir a los afroamericanos

Enforcement Acts/Actos de ejecución laws providing equal protection for all under the law/leyes que brindaban la misma protección legal a todas las personas

Compromise of 1877/Compromiso de 1877 agreement in which Democrats accepted Hayes's election to the presidency in exchange for removing federal troops from the South/acuerdo por el que los demócratas aceptaron la elección de Hayes como presidente a cambio del retiro de las tropas federales del Sur

poll tax/impuesto electoral special tax people had to pay before they could vote/impuesto especial que las personas debían pagar para poder votar

segregation/segregación forced separation of whites and African Americans in public places/separación obligada entre blancos y afroamericanos en lugares públicos

Jim Crow laws/leyes de Jim Crow laws that enforced segregation/leyes que imponían la segregación

Plessy v. Ferguson/Plessy contra Ferguson Supreme Court ruling that upheld segregation/decisión de la Corte Suprema que protegía la segregación

sharecropping/cultivo de aparceros system in which farm laborers kept, or shared, some of the crop/sistema en que los trabajadores agrícolas se quedaban con una parte de la cosecha, o la compartían

Lesson/Lección 3, *continued/continuación*

Lesson Summary/Resumen de la lección

RECONSTRUCTION GOVERNMENTS/LOS GOBIERNOS DE LA RECONSTRUCCIÓN

Southerners did not trust northern Republicans who had moved south. They thought the newcomers sought profit from Reconstruction. African Americans used their new right to vote to elect more than 600 African Americans. The first black senator was **Hiram Revels**.
 Los sureños no confiaban en los republicanos del Norte que se habían mudado al Sur. Creían que los recién llegados buscaban aprovecharse de la Reconstrucción. Los afroamericanos utilizaron su nuevo derecho al voto para elegir a más de 600 afroamericanos. El primer senador negro fue **Hiram Revels**.

Who was the first African American senator?/¿Quién fue el primer senador afroamericano?

KU KLUX KLAN/EL KU KLUX KLAN

In 1866 a group of southerners created the secret and violent **Ku Klux Klan**. Its targets were African Americans, Republicans, and public officials. The Klan spread throughout the South until the federal government passed the Enforcement Acts. The **Enforcement Acts** made Klan activities illegal./En 1866, un grupo creó el secreto y violento **Ku Klux Klan**. Sus objetivos eran los afroamericanos, los republicanos y los funcionarios públicos. El Klan se expandió por el Sur hasta que el gobierno federal aprobó los Actos de ejecución. Los **Actos de ejecución** declararon ilegales las actividades del Klan.

Circle the groups of Americans that were targeted by the Ku Klux Klan./Encierra en un círculo los grupos de estadounidenses que eran perseguidos por el Ku Klux Klan.

RECONSTRUCTION ENDS/EL FIN DE LA RECONSTRUCCIÓN

The General Amnesty Act of 1872 allowed most former Confederates to serve in public office. Soon many Democratic ex-Confederates were elected. Republicans also lost power because of Grant's problem-plagued presidency and the Panic of 1873. In 1876 the Hayes-Tilden presidential race was so close, it took the **Compromise of 1877** to make sure Democrats would accept Hayes's election./La Ley de Amnistía General de 1872 permitió que la mayoría de los antiguos confederados ocuparan cargos públicos. Poco después, se eligieron muchos ex confederados demócratas. Los republicanos también perdieron poder

Why did southern Republicans lose power during the 1870s?/¿Por qué los republicanos del Sur perdieron poder durante la década de 1870?

Lesson/Lección 3, *continued/continuación*

debido a la presidencia de Grant, plagada de problemas y al Pánico de 1873. En 1876, la carrera presidencial entre Hayes y Tilden fue tan reñida que se tuvo que firmar el **Compromiso de 1877** para asegurar que los demócratas aceptaran la elección de Hayes.

Southern Democrats, called Redeemers, worked to limit African American rights. The methods they used included **poll taxes**, legal **segregation**, and **Jim Crow laws**. They even got help from the Supreme Court, which ruled in *Plessy v. Ferguson* that segregation was legal./Los demócratas sureños, conocidos como Redentores, trabajaron para limitar los derechos de los afroamericanos. Utilizaron los **impuestos electorales**, la **segregación legal** y las **leyes de Jim Crow** para lograrlo. Incluso obtuvieron ayuda de la Corte Suprema, que, en el caso *Plessy contra Ferguson*, decidió que la segregación era legal.

African Americans found their rights restricted in other ways, too. Most African Americans could not afford to buy land, so many began **sharecropping**. Sharecropping is sharing a crop with landowners. Often only the landowner profited. Sharecroppers lived in debt./Los afroamericanos también vieron sus derechos limitados de otras maneras. La mayoría no tenía suficiente dinero para comprar tierras. Por eso, muchos de ellos empezaron a participar en el **cultivo de aparceros**. Esta práctica implica compartir la cosecha con los dueños de las tierras. En muchos casos, los únicos que se beneficiaban eran los dueños, y los aparceros vivían endeudados.

REBUILDING SOUTHERN INDUSTRY/LA RECONSTRUCCIÓN DE LA INDUSTRIA DEL SUR

The South's economy depended on cotton profits, which went up and down. In the "New South" movement, southern leaders turned to industry to strengthen the economy. Mills and factories were built. The new industries thrived and helped the southern economy grow stronger./La economía del Sur dependía de las ganancias que generaba el algodón, que eran muy variables. Como parte del movimiento del "nuevo Sur", los líderes sureños

How was the economy of the "Old South" different from the economy of the "New South"?/ ¿En qué se diferenciaba la economía del "viejo Sur" de la economía del "nuevo Sur"?

Lesson/Lección 3, *continued/continuación*

recurrieron a la industria para fortalecer la economía. Construyeron fábricas. Las nuevas industrias prosperaron y fortalecieron la economía del Sur.

RECONSTRUCTION IN THE NORTH/LA RECONSTRUCCIÓN EN EL NORTE

The new right of African American men to vote inspired women to work for their own suffrage. Northern African Americans gained some additional freedoms as well./El recientemente adquirido derecho al voto de los hombres afroamericanos inspiró a las mujeres a trabajar para obtener su propio derecho al voto. Los afroamericanos del Norte también obtuvieron algunas libertades adicionales.

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA

Critical Thinking: Explain/Pensamiento crítico:

Explicar Write a paragraph explaining how the General Amnesty Act eventually led to the Compromise of 1877./Escribe un párrafo en el que expliques de qué manera la Ley de Amnistía General condujo al Compromiso de 1877.

DIRECTIONS/INSTRUCCIONES Read each sentence and fill in the blank with the word in the word pair that best completes the sentence./Lee las oraciones y completa los espacios en blanco con la palabra del par de palabras que mejor complete la oración.

1. A special tax that people had to pay before they could vote was called _____ . (a poll tax/Jim Crow laws)/El impuesto especial que las personas tenían que pagar para poder votar se llamaba _____ . (impuesto electoral/leyes de Jim Crow)
2. _____ was a system in which the landowners provided the land, tools, and supplies and workers provided the labor. (Segregation/ Sharecropping)/ _____ era un sistema en el que los dueños de la tierra aportaban la tierra, las herramientas y los insumos, y los trabajadores aportaban la mano de obra. (La segregación/El cultivo de aparceros)

Lesson/Lección 3, *continued/continuación*

3. In _____, the U.S. Supreme Court allowed segregation if “separate-but-equal” facilities were provided. (the Compromise of 1877/*Plessy v. Ferguson*)/En _____, la Corte Suprema de Estados Unidos permitió la segregación si había espacios “separados pero iguales”. (el Compromiso de 1877/*Plessy* contra *Ferguson*)
4. _____ was the first African American in the U.S. Senate. (Hiram Revels/James Alcorn)/_____ fue el primer afroamericano en el Senado de Estados Unidos. (Hiram Revels/James Alcorn)
5. The removal of remaining troops from the South, funding for internal improvements, and the appointment of a southern Democrat to the president’s cabinet were part of the _____. (Jim Crow laws/Compromise of 1877)/El retiro de las tropas que quedaban en el Sur, los fondos para mejoras internas y la designación de un demócrata sureño en el gabinete del presidente formaron parte _____. (de las leyes de Jim Crow/del Compromiso de 1877)
6. The forced separation of whites and African Americans in public places is called _____. (segregation/Ku Klux Klan)/La separación forzada de blancos y afroamericanos en lugares públicos se denomina _____. (segregación/Ku Klux Klan)
7. The _____ was a secret society that opposed civil rights for African Americans and used violence and terror against them. (Ku Klux Klan/Jim Crow laws)/_____ era(n) una sociedad secreta que se oponía a los derechos civiles de los afroamericanos y usaba la violencia y el terror contra ellos. (El Ku Klux Klan/Las leyes de Jim Crow)
8. _____ were approved in southern states in the 1880s and allowed southerners to legally discriminate against African Americans. (Jim Crow laws/Segregationists)/_____ se aprobaron en los estados del Sur en la década de 1880 y permitieron que los sureños discriminaran legalmente a los afroamericanos. (Las leyes de Jim Crow/Los segregacionistas)

Cheetahs: On the brink of extinction, again

By National Geographic Society, adapted by Newsela staff on 01.30.20

Word Count **1,004**

Level **910L**

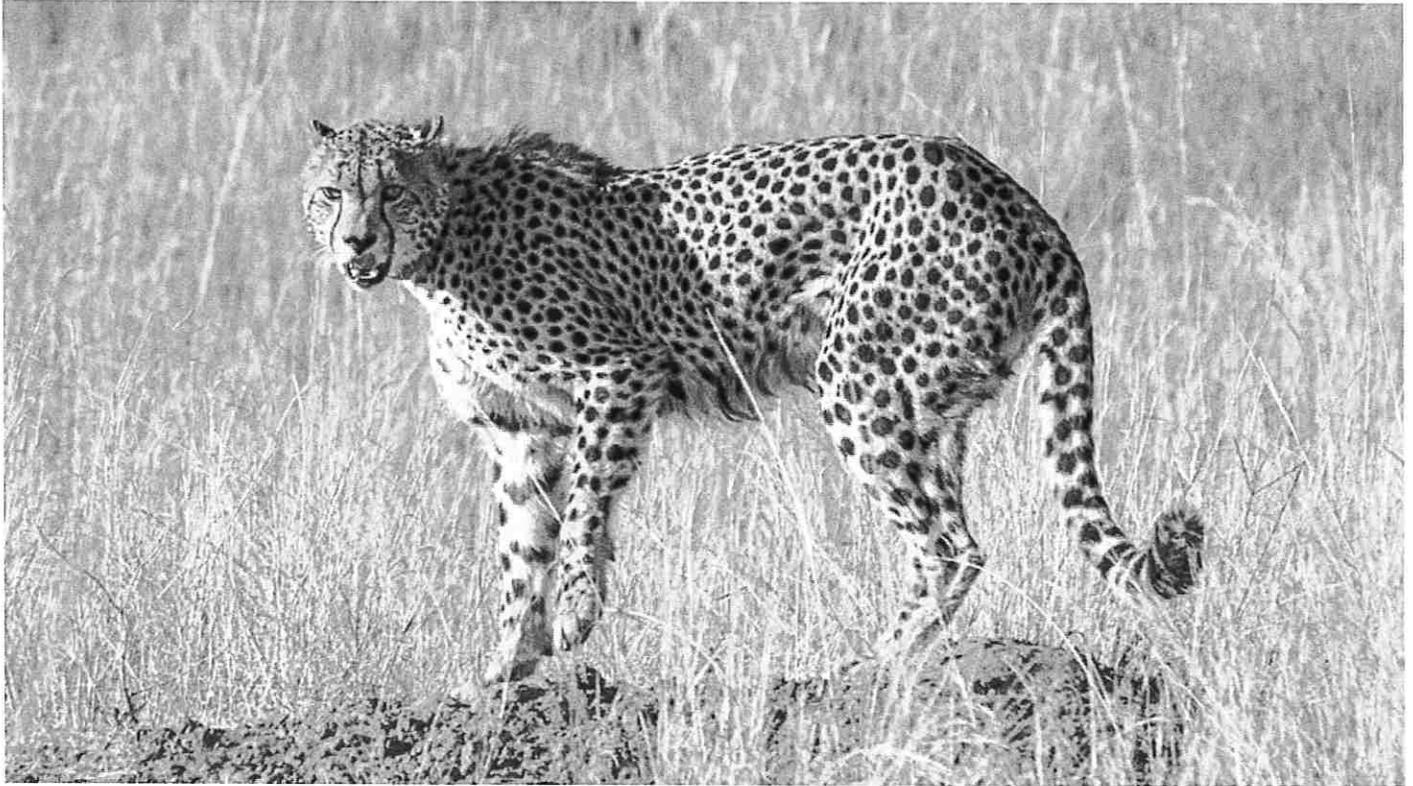


Image 1. A cheetah perches on a rock. Cheetahs face extinction from several factors, including climate change, human interference and their own genetics. Photo by: Magda Ehlers/Pexels

Cheetahs are spotted cats best known for being the fastest land animal. They can sprint at speeds of about 75 miles per hour! They can speed up from zero to 60 miles per hour in three seconds, making them faster than most sports cars. Cheetahs use their acceleration and speed to chase and catch their prey. Cheetahs have small heads, thin bodies and long legs. Their yellowish-tan fur is marked with black spots.

Cheetahs are facing extinction. One major factor that contributes to the cheetahs' shrinking populations is climate change. Climate change is the heating up of the Earth's climate. Other factors that affect cheetahs' populations include hunting by humans and habitat destruction.

On top of that, cheetahs face problems from their own genes. Genes are sequences of DNA that tell our bodies how to grow and operate. Due to their genes, cheetahs have a low rate of reproductive success. This means they are not always able to have offspring, or cubs. With fewer offspring, the cheetah population cannot grow well or adjust to changes in the environment.

Evolution of Cheetahs

Evolution is the process by which species develop over millions of years. A species is a type of organism. Members of the same species can successfully reproduce with each other. The cheetah species originally evolved from mountain lions in North America. Then, about 100,000 years ago, cheetahs began migrating out of North America. They crossed the Beringian Land Bridge, which was once a strip of land that connected North America to Asia. The cheetahs used the bridge to cross into Asia, and from there, they spread to Europe and Africa. About 10,000 to 12,000 years ago, an extinction event took place. Only the African and Asian cheetah species survived.

Since then, stress from climate change, habitat loss and human activities has put pressure on the remaining two species. Today, one of these cheetah species is found in parts of Africa. Scientists estimate that fewer than 8,000 African cheetahs are living in the wild. The other cheetah species, known as the Asiatic cheetah, is found in Iran. There may be fewer than 50 Asian cheetahs left in the world.

Cheetahs Have Faced Extinction Before

Cheetahs today are heading toward extinction, but this is not the first time they have risked dying out. Scientists analyzed the genes of wild cheetahs. They found that cheetahs survived at least two bottleneck events in the past. In biology, a bottleneck event occurs when something happens to sharply reduce the size of the population.

The first bottleneck event one happened around 100,000 years ago when cheetahs expanded their range into Asia, Europe and Africa. The cheetah populations spread out over a very large area very quickly. Because the cheetah populations were spread out across the continents, they were isolated from one another. This was the first bottleneck. The isolated populations were unable to exchange genes. Still, the cheetahs were able to bounce back. Over the next 90,000 years, the populations grew to larger sizes.

The second bottleneck event occurred about 10,000 to 12,000 years ago at the end of the last ice age. Large mammals died out across the world, and the number of surviving cheetahs shrank. Out of the cheetah species, only two species survived; the Asian and African cheetah species. Some scientists estimate that only seven African cheetahs survived, and as a result, there was extreme inbreeding among cheetahs. However, the population of African cheetahs grew into the hundreds of thousands by the 1800s.

Consequences of Bottlenecks

When a bottleneck event happens, not many individuals survive. The few remaining individuals end up mating with relatives. This is called inbreeding. Inbreeding reduces the size of the gene pool, which is the sum of different genes among a population. A large gene pool is important for a healthy population. A smaller gene pool can lead to some problems. This is exactly what happened with cheetahs.

A smaller gene pool can lead to decreased genetic variability. Genetic variability is the amount of genes that are different across a population. Greater genetic variability helps to keep a population healthy. When genetic variability is reduced, it is much harder for the population to adjust to changes in their environment over time. Also, any mutations that occur will be much more likely to be passed on to offspring. A mutation is a change in the structure of a gene.

Inbreeding Reduces Cheetahs' Ability To Adapt

The cheetah population is very heavily inbred. That is why wild cheetahs today are almost all genetically identical. There are several ways to test for the amount of inbreeding in a population.

One way to test for the degree of inbreeding is to perform a skin graft. In this case, a skin graft is the transplantation of healthy skin from one cheetah onto a receiving cheetah. The test is to see if the receiving cheetah accepts or rejects the graft. In inbred populations, skin grafts are easily accepted among unrelated cheetahs. The cheetah accept the skin graft because they have lost some important genes. The genes affect their bodies' ability to defend themselves. As a result, their bodies accept the graft. This would not typically happen in a healthy population.

Another way to test for the degree of inbreeding comes from the enzymes that cheetahs produce. Enzymes are a kind of protein that speed up chemical reactions in the body. Enzymes are built from coded instructions in an organism's DNA. Among cheetahs, enzymes are about 97 percent identical throughout the population. By comparison, human enzymes are about 70 percent identical. Identical enzymes are one way to tell whether there has been inbreeding in a population.

Cheetahs are facing extinction from many different factors, including habitat destruction, hunting and climate change. Cheetahs are unable to deal with these pressures, in part because they lack the genetic variability needed to respond. Yet cheetahs have faced and survived at least two genetic bottlenecks in the past. Only time will tell if they can survive the current bottleneck.

Quiz

- 1 Which sentence from the article shows cheetahs' MAIN problem?
- (A) One major factor that contributes to the cheetahs' shrinking populations is climate change.
 - (B) Other factors that affect cheetahs' populations include hunting by humans and habitat destruction.
 - (C) Out of the cheetah species, only two species survived; the Asian and African cheetah species.
 - (D) Cheetahs are unable to deal with these pressures, in part because they lack the genetic variability needed to respond.
- 2 Read the section "Inbreeding Reduces Cheetahs' Ability To Adapt."
Select the selection from the section that suggests cheetahs' inbreeding puts them at greater risk for infection and disease?
- (A) The cheetah population is very heavily inbred. That is why wild cheetahs today are almost all genetically identical.
 - (B) The cheetah accept the skin graft because they have lost some important genes. The genes affect their bodies' ability to defend themselves.
 - (C) Another way to test for the degree of inbreeding comes from the enzymes that cheetahs produce. Enzymes are a kind of protein that speed up chemical reactions in the body.
 - (D) Among cheetahs, enzymes are about 97 percent identical throughout the population. By comparison, human enzymes are about 70 percent identical.
- 3 How effective are the first three paragraphs at introducing the relationship between cheetahs' genes and the threat of extinction?
- (A) Very effective; they illustrate the strength and speed of the cheetah as potential solutions to other genetic problems.
 - (B) Mostly effective; they outline what caused the genetic changes that can make it difficult for cheetahs to reproduce.
 - (C) Somewhat effective; they explain that genetic problems affect the cheetah population, but only after listing other factors.
 - (D) Not at all effective; they aim to impress the reader with trivia about the cheetah, and fail to note how genes changed them.
- 4 How does the section "Evolution of Cheetahs" relate to the section "Cheetahs Have Faced Extinction Before"?
- (A) "Evolution of Cheetahs" summarizes the development of Asian and African cheetah species, and "Cheetahs Have Faced Extinction Before" elaborates on the ways that past bottleneck events affected these populations.
 - (B) "Evolution of Cheetahs" explores what caused cheetahs to move across Europe and into Asia and Africa, and "Cheetahs Have Faced Extinction Before" illustrates their effects on other species on these continents.
 - (C) "Evolution of Cheetahs" describes the changes that occurred in Asian and African cheetah species over time, and "Cheetahs Have Faced Extinction Before" emphasizes the species' current genetic changes.
 - (D) "Evolution of Cheetahs" outlines the problems with their habitats that cheetahs are facing today, and "Cheetahs Have Faced Extinction Before" indicates that there are guaranteed solutions for them.

QUICK CUTS

ACTIVITY GOALS

- I will give my best effort while dribbling through the obstacle course.

TEACHING TIPS

- Soft Touches Keep Control
- Use All of Your Foot
- Head Up on the Dribble

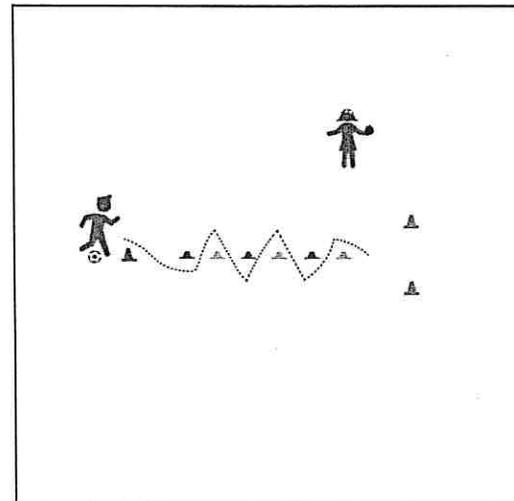
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 15 spot markers, cones, or pinnies
- 1 soccer ball
- 1 "goal"
- 1 stopwatch

Set-Up:

- Set up a speed-dribbling course using the cones: Designate a starting cone, and then place 14 cones in a row after it, about 3–5 feet away from each other. The cones must have enough room for a player to dribble in between them.
- Place a goal at the end of dribbling course.



Activity Procedures:

- Today's activity is called Quick Cuts. We are going to have fun practicing our foot dribbling and shooting skills.
- 1 person will begin at the starting cone with a soccer ball at their feet. On the signal, "Ready, Set Go!" the clock will start. Start dribbling the course by "cutting" in and out of cones and controlling the ball with your feet. If you miss a cone, you must go back and complete it.
- When you reach the end of the course, shoot and until you score in the goal. Once a goal is scored, the clock will stop.
- Try to beat your personal time or play with a friend for a competitive dribbling race.
- Got it down?? Make a new course and try again.

Tips:

- Use small touches to maintain control of the ball.
- Use inside, outside, and laces of feet. No toes.
- Use accuracy when shooting at the goal. It's almost like a pass into the net.
- Try to keep your head up when dribbling.

EATING
HEALTHY
101

- Take Your Time:** Time is important! How we spend our time during our day is extremely important, especially when it comes to food. Give yourself time to eat breakfast, lunch, and dinner. In addition, make sure you take your time while you eat: DON'T RUSH! Did you know it takes our brains 20–30 minutes from the time we start eating to tell our stomachs we're full? Find time each day to sit down and eat a slow and healthy meal!

Name:

Health at Home
Improving Your Diet

Keep track of how many fats and sweets you eat over the next three days. Then, come up with a plan to substitute nutrient-dense foods for the fats and sweets you eat. Monitor your diet for a week and evaluate how well you stuck to your plan.

Fats/Sweets Examples: Candy, Chips, Soda, Ice Cream, Juice Boxes, Animal Crackers, Sugar Cereals, Pop-Tarts, Popcorn, Fruit Snacks, Pizza, Bacon, Fries, Fast-Food, Baked Goods, Whipped Coffee Drinks, Kool-Aid, Lemonade, Chocolate, Cookies, Cake, Pie, Jelly, Canned Fruit in Syrup and Frozen Yogurt.

Day 1 Fats/Sweets:	Day 2 Fats/Sweets:	Day 3 Fats/Sweets:
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Day 1- Substitutions	Day 2- Substitutions	Day 3- Substitutions
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:

Monitor your diet for the next two days.

Monitor Change Day 1 Foods/ Beverages/ Snacks:	Monitor Change Day 2 Foods/ Beverages/ Snacks:
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- 1) How well did you stick to your dietary changes?
- 2) If you did well, what helped you stick to the changes? If you were not successful, what were the barriers that stopped you from sticking to the changes?
- 3) How can you help others in your family or community make healthier food options? What is one thing that you can do at home this week that will improve the food choices your family makes?

Song Reflection eLearning Day 1

Name _____ Date _____

Directions: Please choose an appropriate song that you can reflect on for this music assignment.

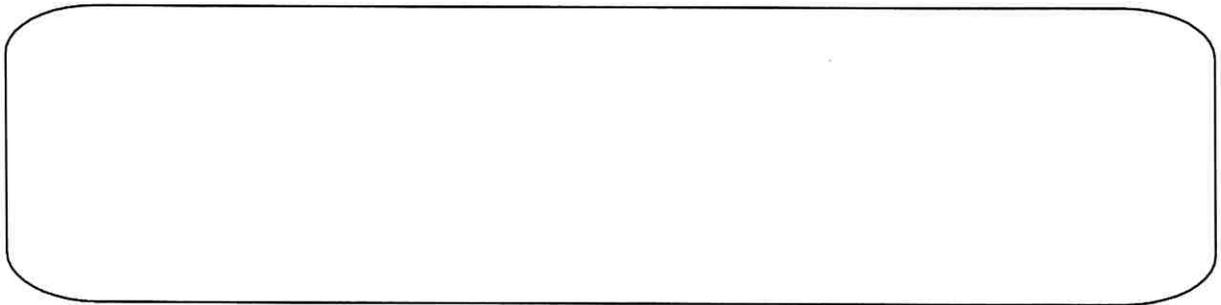
Song title: _____

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.

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.

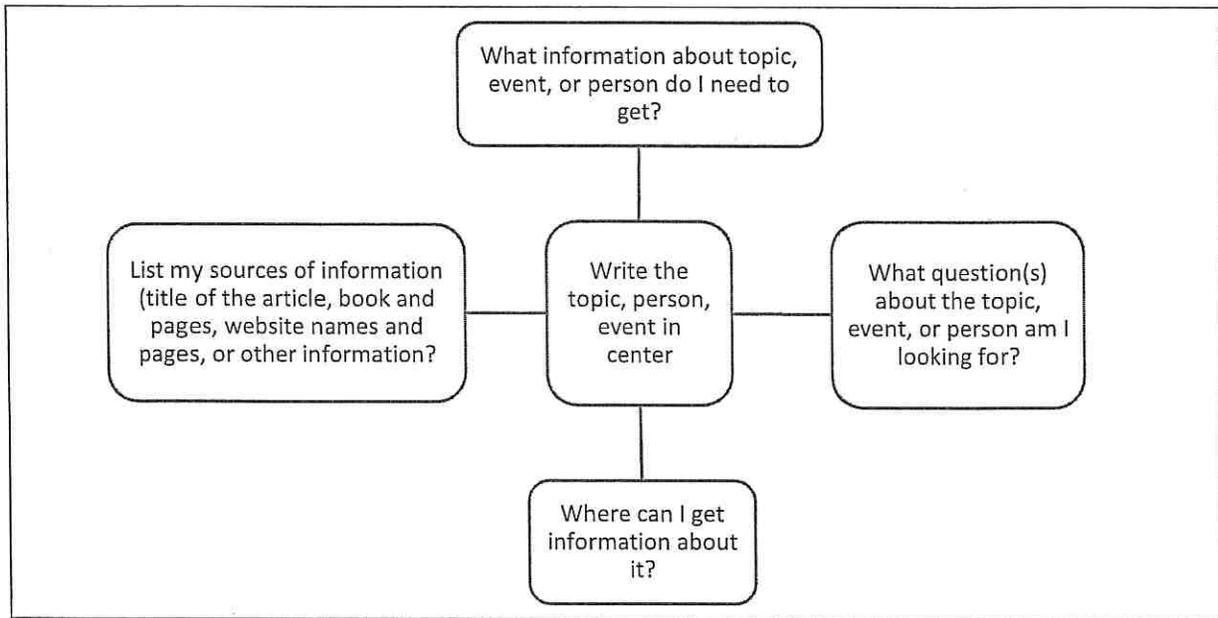
- Does your song's **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

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) _____