

7th Grade Student eLearning Activities Log Day 3

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 3

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	<p>PE: Create an 8 step dance using the Dance Party Cards.</p> <p>Health: 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>Drama: Write a script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.</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 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 "Corn, Dogs, and Genes, answer the questions and return them to school.	<p>Art: Choose an object from your home that represents an important memory from your childhood (ex: stuffed animal, photograph, trophy/award, toy, etc.). Draw that object using either colored pencils or a range of values. https://youtu.be/fw5kamqbWnk</p> <p>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.</p> <p>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.</p> <p>STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.</p>

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día3: 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 3

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Firma de Padres _____ Fecha _____

Name _____ Date _____ Assignment _____

Apply the Standard

A. Each sentence contains one or more misspelled or misused words. Circle each error, and write the correct spelling on the line. If the sentence is *correct* as is, write *Correct* on the line.

1. During the winter, the temprature in Florida rarely dips below freezeing.
.....

2. My grandmother, who’s home is in Florida, says that on an avrage day, it is about 65 degrees.
.....

3. In that warm weather, Florida grows a lot of fruits and vegetables, like strawberrys, peachs, and lettuce.
.....

4. In fact, last year Florida lead all the states in the production of oranges.
.....

5. Yesterday, Mom announced, “In March, we’ll be makeing our usual trip to visit you’re grandmother.”
.....

6. I think it is more fun to visit in March then any other time of year because of baseball’s spring training games.
.....

B. Use each of these words or pair of words in a sentence.

1. *funny* plus the *suffix –er*
.....

2. *forget* plus the *suffix –ing*
.....

3. *whose, who’s*
.....

4. *your, you’re*
.....

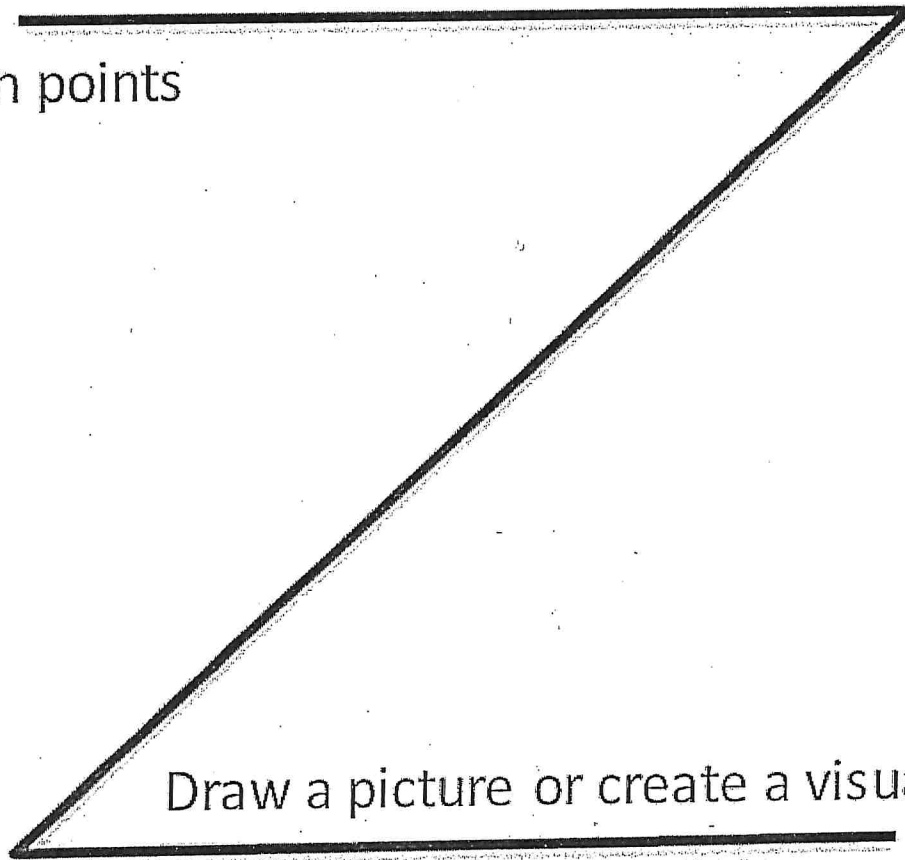
Topic or Title: _____

Main Idea: _____

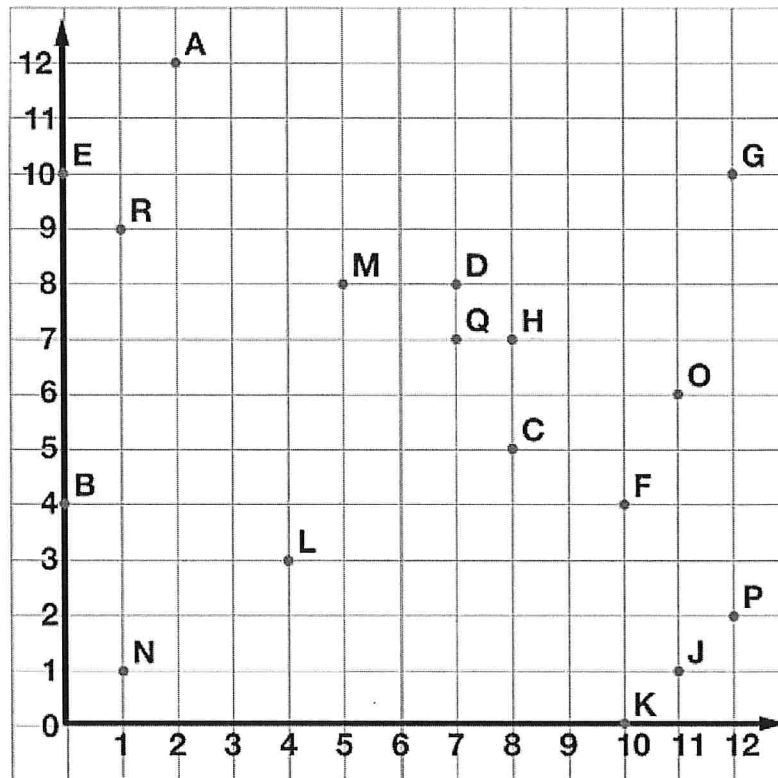
3 main points

-
-
-

Draw a picture or create a visual representation



Ordered Pairs



Tell what point is located at each ordered pair.

1. $(5, 8)$ _____
2. $(12, 2)$ _____
3. $(8, 7)$ _____
4. $(12, 10)$ _____
5. $(7, 7)$ _____
6. $(0, 10)$ _____

Write the ordered pair for each given point.

7. N _____
8. L _____
9. J _____
10. A _____
11. B _____
12. E _____

Plot the following points on the coordinate grid.

13. S $(6, 11)$
14. T $(3, 5)$
15. U $(9, 12)$

The Rise of Islam/El surgimiento del islam**Lesson/Lección 1****MAIN IDEAS/IDEAS PRINCIPALES**

1. Arabia is a mostly a desert land./Arabia es, en su mayor parte, una tierra desértica.
2. Two ways of life—nomadic and sedentary—developed in the desert./Dos formas de vida, la nómada y la sedentaria, se desarrollaron en el desierto.

Key Terms and People/Personas y palabras clave

sand dunes/dunas hills of sand shaped by the wind/colinas de arena formadas por el viento

oasis/oasis a wet, fertile area in the desert/zona húmeda y fértil en el desierto

sedentary/sedentario settled/asentado

caravan/caravana a group of traders that travels together/grupo de comerciantes que viajan juntos

souk/souk a market or bazaar/mercado o bazar

Lesson Summary/Resumen de la lección**A DESERT LAND/UNA TIERRA DESÉRTICA**

The Arabian Peninsula is a mostly hot and dry desert of scorching temperatures and little water. Yet people have lived there for thousands of years./La península arábiga es un desierto caluroso y seco con temperaturas muy altas y poca agua. Sin embargo, es una zona habitada desde hace miles de años.

Arabia, located in the southwest corner of Asia, is the crossroads for three continents—Africa, Europe, and Asia. Trade routes cross the region by both land and sea. These routes have brought many different people and customs through Arabia, influencing the people who live there./En Arabia, ubicada en el extremo suroeste de Asia, se cruzan los caminos de tres continentes: África, Europa y Asia. Las rutas comerciales atraviesan la región por tierra y por mar. Estas rutas han llevado personas y costumbres a Arabia y han influido en la vida de las personas que viven allí.

Arabia was the trading crossroads for what three continents?/¿Las rutas comerciales de qué tres continentes se cruzaban en Arabia?

Lesson/Lección 1, *continued/continuación*

The world's largest sand desert, the Rub'al-Khali, which means "Empty Quarter," lies in Arabia. There is little life there. **Sand dunes**, or hills of sand shaped by the wind, can rise to 800 feet and stretch for hundreds of miles. Water is scarce and exists mainly in oases throughout the desert. An **oasis** is a wet, fertile area in the desert. Oases have always been key stops along Arabia's trade routes./El desierto más grande del mundo, el Rub'al-Khali, que significa "cuarto vacío", está en Arabia. Hay poca vida allí. Las **dunas**, o colinas de arena formadas por el viento, pueden elevarse hasta 800 pies y extenderse por cientos de millas. El agua es escasa y se encuentra principalmente en los oasis. Un **oasis** es una zona húmeda y fértil en el desierto. Los oasis siempre han sido paradas clave a lo largo de las rutas comerciales de Arabia.

Deserts cover much of Arabia's interior, but other landforms are along its edges. Mountains border the southern and western coasts, and marshy land is near the Persian Gulf. Most people have settled in the milder coastal regions./ Los desiertos cubren gran parte del interior de Arabia, pero existen otros accidentes geográficos en sus fronteras. Las montañas bordean las costas sur y oeste, y hay terrenos pantanosos cerca del Golfo Pérsico. La mayoría de las personas se asentaron en las templadas zonas costeras.

Why would oases be important to people traveling along trade routes?/¿Por qué los oasis eran importantes para las personas que viajaban por las rutas comerciales?

TWO WAYS OF LIFE/DOS FORMAS DE VIDA

People developed two main ways to live in the desert: nomadic and **sedentary**, or settled. Nomads moved from place to place. They lived in tents and raised goats, sheep, and camels. They traveled with their herds across the desert, moving along regular routes as seasons changed. They depended on camels for transportation and milk. Nomads traveled in tribes, or groups of people.

Lesson/Lección 1, *continued/continuación*

Tribe membership was important to nomads. It offered protection from desert dangers and reduced competition for grazing lands./En el desierto, se desarrollaron dos formas de vida: la nómada y la **sedentaria**, o asentada. Los nómadas se trasladaban constantemente de un lugar a otro. Vivían en tiendas y criaban cabras, ovejas y camellos. Viajaban por el desierto con sus rebaños, siguiendo rutas regulares según las estaciones. Los camellos servían como medio de transporte y proveían leche. Los nómadas viajaban en tribus, o grupos de personas. La pertenencia a una tribu era importante para ellos, ya que las tribus brindaban protección contra los peligros del desierto y reducían la competencia por las tierras de pastoreo.

Other people settled in oases and farmed. Settlements in oases along the trade routes became towns, where most people in Arabia lived. Merchants and craftspeople lived there too and worked with people in caravans. A **caravan** is a group of traders that travel together. Most town centers featured a **souk**, which is a market or bazaar. Both nomads and caravans used these centers of trade. Nomads traded animal products and desert herbs for cooking supplies and clothing. Merchants sold spices, gold, leather, and other goods brought by the caravans./Otros grupos se asentaron en los oasis y se dedicaron a la agricultura. Los asentamientos de los oasis que se encontraban cerca de las rutas comerciales se convirtieron en pueblos, donde vivía la mayoría de los árabes. Los comerciantes y los artesanos también vivían allí y comerciaban con la gente de las caravanas. Una **caravana** es un grupo de comerciantes que viajan juntos. La mayoría de los pueblos tenían un **souk**, un mercado o bazar, donde comerciaban tanto los nómadas como las caravanas. Los nómadas intercambiaban productos animales

Why did nomads want to travel in a tribe?/¿Por qué los nómadas viajaban en tribus?

Underline the sentence that tells where most people in Arabia lived./Subraya la oración que indica dónde vivía la mayoría de los árabes.

What are some things that could be found at a souk?/¿Qué productos se podrían encontrar en un souk?

Lesson/Lección 1, *continued/continuación*

y hierbas del desierto por utensilios de cocina y ropa. Los comerciantes vendían especias, oro, cuero y otros productos que traían las caravanas.

Arabian towns were important places along the trade routes. They linked India with Northeast Africa and the Mediterranean. Trade made it possible for Arabs to come in contact with people and ideas from different cultures around the world./Los pueblos árabes eran puntos importantes en las rutas comerciales. Conectaban India con el noreste de África y el Mediterráneo. El comercio hizo posible que los árabes entraran en contacto con personas e ideas de diferentes culturas del mundo.

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**Critical Thinking: Elaborate/Pensamiento crítico:**

Profundizar If you lived in Arabia, would you choose a nomadic or sedentary life? Write a one-page description of what your life would be like based on the lifestyle you would prefer to live./Si vivieras en Arabia, ¿elegirías una vida nómada o sedentaria? Escribe una descripción de una página sobre cómo sería tu vida según el estilo de vida que prefieras.

Lesson/Lección 1, *continued/continuación*

DIRECTIONS/INSTRUCCIONES Write a descriptive phrase to describe each term./Escribe una frase descriptiva para describir cada término.

1. sand dunes/dunas _____

2. souk/souk _____

3. caravan/caravana _____

4. oasis/oasis _____

5. sedentary/sedentario _____

DIRECTIONS/INSTRUCCIONES Look at each set of vocabulary terms. On the line provided, write the letter of the term that does not relate to the others./Observa cada conjunto de términos de vocabulario. En el espacio en blanco, escribe la letra del término que no tiene relación con los demás.

- _____ 6. a. sand dunes/dunas
b. souk/souk
c. oasis/oasis
- _____ 7. a. souk/souk
b. sedentary/sedentario
c. sand dunes/dunas



Reading Science

Name: _____ Date: _____

Corn, Dogs, and Genes

- 1 Have you ever heard that all dogs are related to wolves? For some dogs, such as huskies and German shepherds, the resemblance to wolves is quite striking. You can see how they may be related. But what about other dogs? Pugs look nothing like wolves. Neither do chihuahuas or toy poodles, yet these dogs are also related of the wolf. So how did we get from wolves to toy poodles? The answer is artificial selection. Humans change specific characteristics of organisms through selective breeding.



- 2 How have humans been able to choose which traits of organisms are passed onto offspring? Selective breeding happens when humans choose the traits they want in the offspring of a plant or an animal. These traits are determined by the genes found in DNA. The genes are passed from parent to offspring in each generation. Parent organisms with the desired genetic traits are bred with each other. This increases the chance that the offspring will also have the desired traits. Over several generations, selective breeding can produce changes in the genes of organisms. This can result in a new breed or variety within a species. Humans have used selective breeding with many species of plants and animals. The result is that many domesticated species now come in a variety of breeds. Some examples include dogs, cattle, corn, and apples.
- 3 Grains are an example from very early in human history. People selectively bred certain types of grains in order to grow more bountiful crops. They would choose plants with the traits that they desired. In this way, people were able to shift the gene pool of the plant's population. More plants would have the trait that people wanted. Let us use corn as an example. The corn that we know today grows on tall sturdy stalks. Each stalk has several large ears of corn. Each ear has outer layers of tough green leaves protecting hundreds of yellow kernels. The corn that we know takes two hands to hold and eat. A person can have a fairly good meal with one ear of corn. But the corn of prehistoric times was quite different than the corn of today. Prehistoric corn looked much more like modern wheat. It grew on small stalks. The kernels were small. They were not protected by thick green leaves, so how did it change from a wheat-like plant to what we see today? Selective breeding helped bring this about.



Reading Science

- 4 The change began when people started the practice of agriculture. They began growing their own crops. Early farmers likely noticed that certain plants had different traits than other plants. Some plants had larger fruits. Some plants had stronger stalks. Some plants grew taller. People only used the seeds from the plants with the traits they wanted. This means they chose the plants with the genes that they wanted. In the case of corn, people most likely only wanted larger kernels. So they selectively bred the plants that had the gene for larger kernels. With each new generation of corn, only those plants with the largest kernels were replanted. Over generations, corn grew larger and larger kernels. Several thousand years later, selective breeding changed the gene pool of corn. It created the corn that we know today.
- 5 Let us go back to the dog example. Dogs have been a part of human culture for at least 7,000 years. Archeologists have found signs that early humans domesticated wolves perhaps as far back as 20,000 years ago. Early humans likely adopted orphaned wolves. They would have been useful for protection and help with hunting. There was a modern day experiment called the “farm fox experiment.” It explored how species of animals can become domesticated. Certain individual animals show less fear toward humans. These animals are bred to animals with this same trait. Their offspring also have less fear of humans. Over many generations, the fear of humans can actually be bred out of the population. It can be replaced with affection for humans. In this way, animals can be domesticated. Early humans domesticated wolves into the dogs that live with us today. It is hypothesized they used a similar process.
- 6 The domesticated dog did not change much for many thousand years. But as civilization changed, there was a need for different types of dogs. This led to the many different breeds of dogs that we see today. Some dogs were very good at hunting. They were only bred with other dogs that were very good at hunting. This led to breeds of hunting dogs. There is a variety from bird dogs to big game dogs. As towns and cities grew, there was greater need to get rid of rodents. In these cases, people needed small dogs that could fit in holes and under buildings. These dogs also had to be fierce in temperament; therefore, dogs with these traits were selectively bred. This led to breeds such as the terriers. Wealthy families wanted small, pretty dogs to play with. So dogs were selectively bred that were kind and had silky coats. They could be carried under the arm. This led to the toy breeds.
- 7 The domestication of animals and selectively breeding crops have helped people. There are other ways that we have altered the genes of organisms to benefit society. Modern science allows genetic outcomes to be changed in other ways. In gene therapy, DNA itself is used to help fight certain diseases. Basically, properly working genes are used to replace mutated genes. Somatic gene therapy works to treat the nonreproductive cells of people. Therefore, it can only be used for individuals with a disease. Tests look promising. But gene therapy still cannot completely correct genetic disorders. Who knows where this next level of artificial selection could take us with future studies. One day we may be able to select gene treatments that cure any type of disease!



Reading Science

1. Humans have the ability to change the characteristics, or traits, of organisms over time. What is this process called?
 - A. Selective breeding
 - B. Artificial selection
 - C. Gene therapy
 - D. Both A and B

2. Which of the following statements is true regarding selective breeding?
 - A. Selective breeding only works in plants.
 - B. Selective breeding produces changes in genes.
 - C. Selective breeding only works in animals.
 - D. All of the above

3. Which of the following statements is NOT true?
 - A. The corn that we grow today has not changed since prehistoric times.
 - B. Early humans planted seeds from corn plants with large kernels.
 - C. It took many generations for corn plants to change
 - D. Humans have selectively bred many different types of crops.



Reading Science

4. How has selective breeding changed the wolf into the many different breeds of domestic dogs that we know today?
- A. Animals with the traits that were desired were bred to each other.
 - B. As civilization changed, so did our need and desire for different types of dogs.
 - C. The fear of humans was bred out of wild wolves.
 - D. All of the above
-
5. Which of the following statements about gene therapy is not true?
- A. Functioning genes are used to replace mutated genes.
 - B. Gene therapy can cure any disease.
 - C. Somatic gene therapy only works on individuals.
 - D. Gene therapy is another form of artificial selection.
-
6. Imagine that you want to breed a species of rose that has a wonderful smell. You have many different types of roses, but none of the individual roses has the wonderful smell that you want. What is the best way to go about breeding a pure species rose with the trait that you want?
- A. Breed one generation of roses, and only use those that have the best smell from that generation.
 - B. Breed many generations of roses, only choosing the parent plants and offspring that have the best smell in each generation.
 - C. Breed the roses with another species of flower that smells good.
 - D. If none of the roses has a good smell, then you cannot breed a rose with a good smell.

THE DANCE PARTY

ACTIVITY GOALS

- I will demonstrate cooperation and positive communication while creating a group dance.

ACTIVITY SET-UP & PROCEDURE

Equipment:

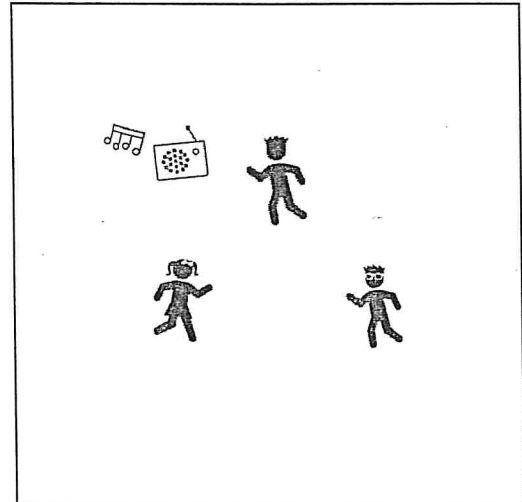
- Dance Cards
- Upbeat, fun music and music player

Set-Up:

- Create a safe space large enough to dance with friends.
- Get your music ready!

TEACHING TIPS

- Stay Inside Boundaries
- Blindfolds are Optional
- Think Safety First



Activity Procedures:

- It's time for a dance party!!! You're going to make this party ROCK by creating your very own dance.
- You'll create a dance for 8 counts (beats) using the Dance Card to give you movement ideas.
- Now it's time to practice! Start the music and let everyone perform their dance moves at the same time!
- Then, let's put our moves together. First, your friend will perform her/his dance for 8 counts. Next, you'll take a turn and perform yours. Continue through all of your friends' moves.
- Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance!

Tips:

- Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.

- Healthy Lifestyle:** Remember to eat at least 5 portions of fruit and veggies every day! It's easier than it sounds. Why not slice some banana over your breakfast cereal or reach for a piece of fresh fruit for your mid-morning snack?! Keep in mind, unsweetened 100% fruit juice, vegetable juice, and smoothies can only count as 1 of your 5 servings each day. For example, if you have 2 glasses of fruit juice and a glass of vegetable juice, that still only counts as 1 serving of fruit and veggies. Limit the amount of juice you drink; eat fresh fruits and drink water instead.

DANCE PARTY CARDS

Robot Dance	Basketball Dance
Football End Zone Dance	Superhero Dance
Grasshopper Dance	Soccer Dance
Tiptoe Dance	Super Cardio Dance