

## 7<sup>th</sup> Grade Student eLearning Activities Log Day 5

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 5

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). <a href="#">Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</a></p> <p><b>Health:</b> Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. <a href="#">Record this and explain its nutritional value.</a></p> <p><b>Drama:</b> Act out your script and have someone record it. Use the costume or props you created.</p>
Read for 20 minutes using a book at home <b>or</b> use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a>				
<b>OR</b>				
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>  Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a> , 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 "Coral Reefs and Climate Change", answer the questions and return them to school.	<p><b>Art:</b> Create a drawing to represent your goals for the future. These could be near future or far future goals. Your drawing can include school related goals or goals outside of school (ex: sports, art, music, etc.). <a href="https://youtu.be/huD94n20iBY">https://youtu.be/huD94n20iBY</a></p> <p><b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a>. 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 href="#">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.</a></p> <p><b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a>. <a href="#">Click here for some examples.</a></p>

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

# Registro de actividades de aprendizaje electrónico para estudiantes Día 5: 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 5

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

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

Apply the Standard

A. Write the definition of the underlined word. Use the meaning of its highlighted root or affix, as well as any context clues that you discover.

- 1. The city officials will open an inquiry to find out why the records are missing. ....
- 2. I wish that those apathetic people would show some spirit. ....
- 3. During the conference, several representatives discussed their views. ....
- 4. People eagerly bought tickets for an appearance by the famous violinist. ....
- 5. The government in that country was a democracy. ....

B. Use the meanings of the highlighted affixes to answer the questions. Write your answers in complete sentences.

- 1. Where in a letter to a friend would a postscript appear? Explain.  
.....
- 2. Would a long-winded speaker be complimented for his brevity? Explain why or why not.  
.....
- 3. Where would the perimeter of a field be located?  
.....
- 4. Would you want to take a test when you were semiconscious? Explain why or why not.  
.....
- 5. What type of literature would a satirist be most likely to write?  
.....

C. Use the affixes and roots in these words or phrases to figure out their meanings. Write your answers on the lines.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. <i>emergence</i> .....        | 3. <i>dependence</i> .....           |
| 2. <i>a postwar period</i> ..... | 4. <i>a semiaquatic animal</i> ..... |

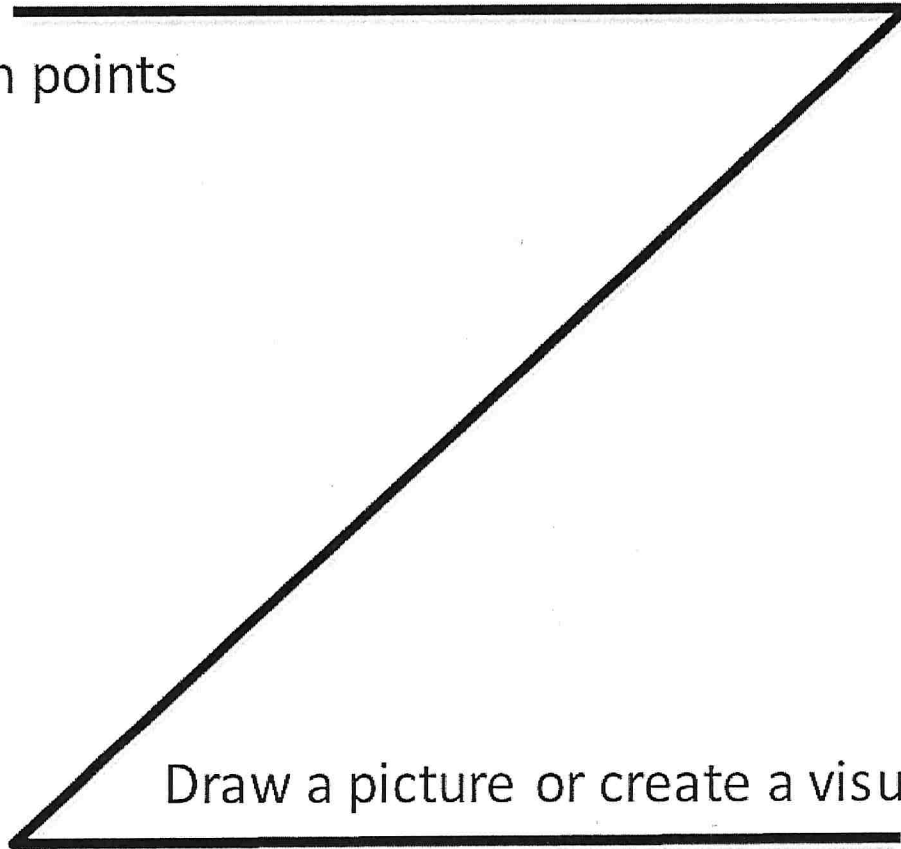
Topic or Title: \_\_\_\_\_

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

3 main points

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- 
- 

Draw a picture or create a visual representation



## Basic Algebra Tables

Complete the tables. Write a full equation in each empty box.

	$18 - x$	$3x$	$\frac{40}{x}$
$x = 2$	$18 - 2 = 16$		
$x = 5$		$3 \times 5 = 15$	
$x = 8$			$40 \div 8 = 5$
$x = 10$	$18 - 10 = 8$		

	$9y$	$\frac{y}{3}$	$y + y$
$y = 3$			
$y = 6$			
$y = 9$			
$y = 12$			

Complete the table. Write equations in the empty white boxes. Also, write three algebraic expressions in the gray boxes along the top.

$z = 1$	$1 \times 3 = 3$		$28 \div 1 = 28$
$z = 4$	$4 \times 3 = 12$	$4 + 8 = 12$	
$z = 7$		$7 + 8 = 12$	

**The Rise of Islam/El surgimiento del islam****Lesson/Lección 3****MAIN IDEAS/IDEAS PRINCIPALES**

1. Muslim armies conquered many lands into which Islam slowly spread./Los ejércitos musulmanes conquistaron muchas tierras, donde lentamente se difundió el islam.
2. Trade helped Islam spread into new areas./El comercio contribuyó a que el islam se difundiera en nuevas regiones.
3. A mix of cultures was one result of Islam's spread./La expansión del islam tuvo como resultado una mezcla de culturas.
4. Islamic influence encouraged the growth of cities./La influencia islámica fomentó el desarrollo de ciudades.

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

**Abu Bakr/Abu Bakr** one of Islam's first converts, appointed caliph after Muhammad's death/uno de los primeros conversos al islam; fue nombrado califa después de la muerte de Mahoma

**caliph/califa** title of the highest Islamic leader/título que los musulmanes le dan al líder supremo del islam

**tolerance/tolerancia** acceptance/aceptación

**Lesson Summary/Resumen de la lección****MUSLIMS ARMIES CONQUER MANY LANDS/EJÉRCITOS MUSULMANES CONQUISTAN MUCHAS TIERRAS**

After Muhammad's death, his followers chose **Abu Bakr** to be the next leader of Islam. He was one of Muhammad's first converts. Abu Bakr became the first **caliph**, a title that Muslims use for the highest Islamic leader./Después de la muerte de Mahoma, sus seguidores eligieron a **Abu Bakr** como líder del islam. Abu Bakr fue uno de los primeros conversos de Mahoma. También fue el primer **califa**, un título que los musulmanes le dan al líder supremo del islam.

Abu Bakr directed battles against Arab tribes who did not follow Muhammad's teachings. He unified Arabia as a Muslim state. Muslim leaders who followed Abu Bakr conquered the Persian and Byzantine empires. Muslim leaders made

**Who was the first caliph?/  
¿Quién fue el primer califa?**

**Underline the sentence  
that describes Abu Bakr's  
major contribution as a  
caliph./Subraya la oración  
que describe la principal  
contribución de Abu Bakr  
como califa.**

Lesson/Lección 3, *continued/continuación*

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treaties with non-Muslims that listed rules conquered people had to follow. For example, non-Muslims could not build places of worship in Muslim cities. In return, Muslims would not attack them./Abu Bakr luchó contra las tribus árabes que no respetaban las enseñanzas de Mahoma y unificó Arabia como estado islámico. Los líderes musulmanes que seguían a Abu Bakr conquistaron los Imperios persa y bizantino y, junto con los líderes de otras religiones, firmaron tratados que enumeraban normas que los pueblos conquistados debían respetar. Por ejemplo, las personas que no eran musulmanas no podían construir lugares de alabanza en ciudades musulmanas. A cambio de esto, los musulmanes no los atacarían.

During this time, the conflict between different groups of Muslims led to the Shia-Sunni split. The conflict stemmed from a disagreement about who should be caliph. Shias said caliphs should be descended from Muhammad's family. Sunnis believed that religious leaders should elect caliphs. Today, most Muslims are Sunni. Shia Muslims live in Iran, Iraq, Pakistan, and India./ Durante esta época, el conflicto entre distintos grupos de musulmanes produjo la división entre sunitas y chiitas. Este conflicto surgió a partir de un desacuerdo acerca de quién debía ser califa. Los chiitas decían que los califas debían descender de la familia de Mahoma. Los sunitas consideraban que los líderes religiosos debían elegir a los califas. En la actualidad, la mayoría de los musulmanes son sunitas. Los chiitas viven en Irán, Irak, Pakistán y la India.

Many caliphs came from the Umayyad family. They conquered lands in Central Asia, northern India, and North Africa. They controlled eastern Mediterranean trade routes. After many years of fighting, the Berbers of North Africa converted

**What was the source of the conflict between different groups of Muslims?/¿Cuál fue el origen del conflicto entre los diferentes grupos de musulmanes?**

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Lesson/Lección 3, *continued/continuación*

to Islam. A combined Arab and Berber army conquered Spain and ruled for 700 years./ Muchos califas provenían de la familia Omeya. Conquistaron territorios en Asia Central, en el norte de la India y en el norte de África. Pronto controlaron las rutas comerciales del este del Mediterráneo. Después de muchos años de guerra, los bereberes del norte de África se convirtieron al islam. Un ejército conjunto de árabes y bereberes conquistó España y gobernó la región durante 700 años.

How were the Arabs able to conquer Spain?/¿Cómo lograron conquistar España los árabes?

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**TRADE HELPS ISLAM SPREAD/EL COMERCIO CONTRIBUYE A LA DIFUSIÓN DEL ISLAM**

Arab merchants took Islamic beliefs and practices with them to new lands. They brought back products such as cotton and rice. They learned of inventions such as paper and gunpowder. Coastal trading cities grew into large Muslim communities./Los comerciantes árabes llevaban las costumbres y creencias islámicas a nuevas tierras. A su vez, traían productos como el algodón y el arroz, y conocieron inventos como el papel y la pólvora. Las ciudades comerciales costeras se convirtieron en grandes comunidades musulmanas.

Why do you think trade flourishes in coastal cities?/ ¿Por qué crees que el comercio prospera en las ciudades costeras?

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**A MIX OF CULTURES/UNA MEZCLA DE CULTURAS**

Muslims generally practiced religious **tolerance**, or acceptance. More people began speaking Arabic and practicing Islam. The Arabs also took on non-Muslim customs. Cultural blending changed Islam from a mostly Arab religion into a religion of many different cultures./En general, los musulmanes practicaban la **tolerancia**, o aceptación. Más personas comenzaron a hablar árabe y a practicar el islam. Los árabes, a su vez, adoptaron costumbres que no eran musulmanas. La mezcla cultural hizo que el islam pasara de

Underline the sentence that explains how cultural blending affected Islam./ Subraya la oración que explica de qué manera la mezcla de culturas afectó el islam.



Lesson/Lección 3, *continued/continuación*

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ser una religión principalmente árabe a ser una religión de varias culturas diferentes.

**THE GROWTH OF CITIES/DESARROLLO DE CIUDADES**

The growing Muslim cities reflected this blending of cultures. For example, the wealthy city of Baghdad was a major trading center. It attracted artists and writers. Córdoba, in Spain, was the largest, most advanced European city during the early 900s. It was a center of learning. People from across the Muslim world came there to study. It was also a center of Jewish culture. Jewish poets, philosophers, and scientists made contributions to Córdoba's growth./El desarrollo de las ciudades musulmanas reflejó esta mezcla de culturas. Por ejemplo, la opulenta ciudad de Bagdad era un importante centro comercial que atraía a artistas y escritores. Córdoba, en España, era la ciudad europea más avanzada a principios del siglo 10 y se convirtió en un centro de aprendizaje: gente de todo el mundo musulmán iba allí a estudiar. También fue un centro para la cultura judía; poetas, filósofos y científicos judíos contribuyeron al crecimiento de Córdoba.

**In addition to Muslims, what other religious group had a thriving culture in Islamic Spain?/Además de los musulmanes, ¿qué otro grupo religioso tuvo una cultura pujante en la España islámica?**

\_\_\_\_\_

\_\_\_\_\_

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**

**Critical Thinking: Draw Conclusions/Pensamiento crítico: Sacar conclusiones** Consider the benefits to Islam from cultural blending. Write a one-page paper that demonstrates how this practice helped Islam become a more universal faith./Piensa en cómo la mezcla de culturas benefició al islam. Escribe un texto de una página en el que demuestres de qué manera esta práctica ayudó al islam a convertirse en una religión más universal.

Lesson/Lección 3, *continued/continuación*

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**DIRECTIONS/INSTRUCCIONES** Write a word or phrase that defines or describes the name or term given./Escribe una palabra o frase que defina o describa el nombre o término dado.

1. Abu Bakr/Abu Bakr \_\_\_\_\_
2. caliph/califa \_\_\_\_\_
3. tolerance/tolerancia \_\_\_\_\_

**DIRECTIONS/INSTRUCCIONES** Use the two vocabulary words **caliph** and **tolerance** and the name **Abu Bakr** to write a short summary that relates to the lesson./Usa las palabras de vocabulario **califa** y **tolerancia** y el nombre **Abu Bakr** para escribir un breve resumen que se relacione con la lección.

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## Reading Science

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

### Coral Reefs and Climate Change

- 1 There are many different types of environments on the planet. Often there are many ecosystems within each environment. Ecosystems all contain a mixture of abiotic and biotic factors. The organisms within each ecosystem rely on natural resources in that ecosystem for survival. They are interdependent. Changes in the environment can affect the balance of an ecosystem. Resources include the amount of natural space, food, shelter, and water. Within each ecosystem, resources are limited. Species compete for these resources as they struggle to survive. These are known as limiting factors. Limiting factors affect every level of organization, from organism to ecosystem.



- 2 One of the most diverse ecosystems on the planet is found in the ocean's coral reefs. They are one of the most threatened ecosystems. Why? Life in these ecosystems is changing. Coral reefs are only found in one-tenth of the ocean's area. But over 25% of the ocean's marine species live in coral reef ecosystems. That is a lot of biodiversity for such a small space. Many changes can threaten the balance that holds this ecosystem together. This includes the amount of light, water quality, and sea temperatures. Why are coral reefs so threatened? It is important to first understand what makes a healthy coral reef ecosystem.
- 3 The world's coral reefs are found in certain areas. They are only found in the zone 30 degrees south and 30 degrees north of the equator. Corals need warm, shallow seas to grow. Those warm waters are found in these latitudes. Corals are very small animals. They belong to the phylum *Cnidaria*. This same phylum contains other marine animals, such as jellyfish and sea anemones. They live in very large colonies. When corals reproduce, the young are called polyps. The coral polyps float in the sea. When they reach a solid resting place, they attach to it. Then they make calcium carbonate in their bodies. The structure of the coral reef comes from this hard, internal skeleton. After this, each coral cannot move from its anchor spot. It feeds on passing debris. Its tentacles grab small food particles from the water. As the corals eat, they make more calcium carbonate, building the coral reef.



## Reading Science

- 4 Healthy corals have a symbiotic relationship with one type of algae called zooxanthellae. Over time, the algae and the corals have adapted to work together. The algae lives inside the “skin” of the coral. Through photosynthesis, the algae make sugar from the light that shines through the water. However, water absorbs light, so the seas must be shallow for enough light to reach the algae. The coral can use the sugars produced from photosynthesis. In return, the corals give the algae a home. The coral protects them and helps them reach the light; however, these algae can only live within a very narrow temperature range within the sea. Coral protects more than just algae. Corals and the reefs that they build provide important habitat for many other ocean creatures. The reefs provide shelter and food sources and reduce wave action around the reef.
- 5 Ocean plants get energy from the Sun. So do corals, through the zooxanthellae. Other ocean organisms eat corals and other food sources housed on and around the reef. Thus, energy flows from the Sun through all trophic levels, creating a food web. If the corals die, then the entire system is harmed. Unfortunately, a variety of environmental changes can hurt the coral. In some places, the ocean waters near the reef are becoming warmer. In other places, the currents have changed. New currents bring different water temperatures and nutrients to the reefs. Temperature change is not the only problem. In some parts of the ocean, the water near reefs has become more acidic. The zooxanthellae algae cannot live in the acidic water. Sometimes they leave the corals. This is known as “coral bleaching.” The corals cannot survive without their symbiotic partners. As a result, the corals on the reef die. Coral can also get covered so that light cannot reach the zooxanthellae. Soil from erosion can cover the coral. Sometimes the runoff of fertilizers can cause seaweed to overgrow and also cover the coral. As these types of environmental changes happen, the reef structures fall apart. Many marine creatures lose their shelter and food source. Fish and other reef inhabitants are forced to move. This affects the entire balance of the coral reef ecosystem.
- 6 People are working to repair and rebuild coral reefs around the world. Many successful artificial reefs have been placed. Some are farther from the equator, outside the normal growth zone. Others are in deeper water, such as off the Texas coast in the Gulf of Mexico. There are two ways to make artificial reefs. The first is used where natural reefs have been damaged or destroyed. The main goal is to restore the environment. Biologists start with pieces of healthy corals. They attach each piece to an artificial substrate, similar to a large metal cage. Within as little as a year, the corals will grow. As they grow, marine animals will return to live in and around the structures. This is a good step toward saving this important ecosystem.
- 7 A second type of artificial reef is made by just sinking things to the seafloor. Sometimes this could be the artificial substrate. More often this is a way to reuse items that would be difficult to dispose of otherwise. This includes old drilling rigs and cargo ships. It also includes large chunks of concrete from demolition projects. Coral polyps will attach to the surfaces and begin to grow. Eventually, a reef system will develop. This will benefit the environment by providing a new habitat.



## Reading Science

1. According to paragraph 1, which of the following factors limits the abilities of populations within an ecosystem to survive?
  - A. The frequency of reproduction of each species
  - B. The number of organisms becomes too large
  - C. Availability of space, shelter, food, and water
  - D. Availability of a diversity of species

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2. Corals are related to other commonly found marine animals. What other animals are found in the phylum *Cnidaria*?
  - A. Polyps
  - B. Jellyfish
  - C. Zooxanthellae
  - D. They are not related to other marine animals

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3. What external factors can affect the health of the coral reef ecosystems?
  - A. Rising ocean temperatures
  - B. Changing ocean currents
  - C. Increased acidification of the oceans
  - D. All of the above



## Reading Science

4. The balance of the coral reef ecosystem is being affected by warming oceans, changing ocean currents, and what other external factor?
- A. The acidification of the oceans
  - B. The light that enters the system
  - C. Marine animals leaving the reef
  - D. Not enough information is given
- 
5. Why are coral reefs important?
- A. Coral reefs house over 25% of marine species.
  - B. Coral reefs provide an important habitat for many ocean creatures.
  - C. Coral reefs create important food webs.
  - D. All of the above
- 
6. Healthy ecosystems depend on—
- A. a balance of abiotic and biotic factors.
  - B. Coral reefs.
  - C. Zooxanthellae.
  - D. warm oceans.