

8th Grade Student eLearning Activities Log Day 4

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 4

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: Create an 8 step dance using the Dance Party Cards. Health: Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value. Drama: Create a costume for at least one character in your script. Take a picture of someone wearing. OR Create at least 2 props that could be used for your script. Take a picture of them and describe how you made each in a paragraph.
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 "Where Do Bat Wings Come From?", answer the questions and return them to school.	Art: Create a drawing of your favorite room in your home. Add details like the furniture, pictures on the walls, objects in the room, etc. Add color with colored pencil or markers, OR use a range of values to fill in the space. https://youtu.be/-WR-FyUQc6I 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 4: Grado 8

Number _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico 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 4

Language Arts	Math	Social Studies	Science	Encore
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Firma de Padres _____ Fecha _____

Name _____ Date _____ Assignment _____

Apply the Standard

A. Use the other words in the sentence to find the meaning of the underlined word. Write its definition on the line provided.

1. Welcome to my abode, a home that Grandpa built years ago.
2. The library subscribes to such periodicals as newspapers and magazines.
3. Cows do not eat meat, but sharks are carnivores.
4. Friendly people are more pleasant than those who are aloof.
5. I never thought of Fred as confident, but he gave that speech with great aplomb.
6. My fingers tasted salty after I swam in the briny sea.
7. At my farm, the sheep are sheltered at night in a sturdy wooden cote.
8. That was once a fine house, but lack of repairs gradually made it dilapidated.
9. I'm an optimist, like Mom. We both tend to look on the bright side.
10. Lions and dogs have teeth, but anteaters are edentate and must rely on their tongues.

B. Think about the underlined word's function and position in the sentence. Use that information, plus any other context clues, to define the underlined word. Write its meaning on the line.

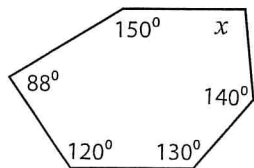
1. Horses and zebras are equines.
2. When the lost children were found, everyone erupted with joy.
3. When the plumbers finish their work, they will send you an invoice for payment.
4. Sit in this comfortable chair and put your feet up on the matching ottoman.
5. Doctors monitor a person's illness with tests and medical tools.
6. Many small birds use their sharp and pointed nibs to pick up tiny seeds.
7. Please wipe your feet before entering the house to remove any grime.
8. Will the senator field questions from the audience after her speech?
9. This stone is a real ruby, but that stone is an ersatz.
10. She was tired of his frivolous chatter and wanted more serious talk.

Name : _____

Score : _____

Interior Angle

Example:

Sum of the interior angles = (Number of sides - 2) \times 180°

$$= (6 - 2) \times 180^\circ$$

$$= 4 \times 180 = 720^\circ$$

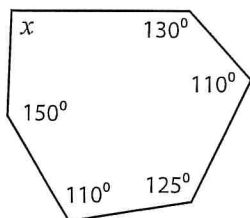
Sum of the interior angles = $120^\circ + 140^\circ + 130^\circ + 150^\circ + 88^\circ + x$

$$720^\circ = 628^\circ + x$$

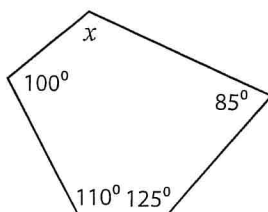
$$x = 720^\circ - 628^\circ = 92^\circ$$

Find the interior angle for each irregular polygon.

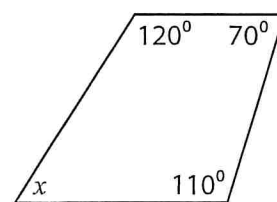
1)



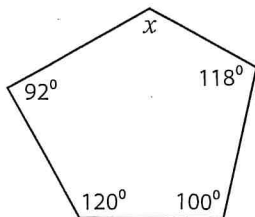
2)



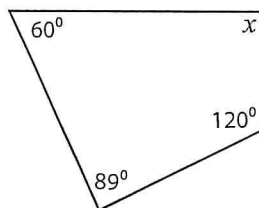
3)

Sum of the interior angles = Sum of the interior angles = Sum of the interior angles = $x =$ $x =$ $x =$

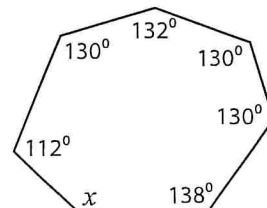
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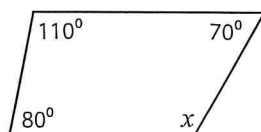
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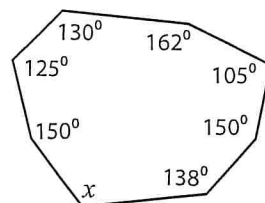
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Sum of the interior angles = Sum of the interior angles = Sum of the interior angles = $x =$ $x =$ $x =$

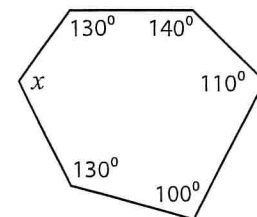
7)



8)



9)

Sum of the interior angles = Sum of the interior angles = Sum of the interior angles = $x =$ $x =$ $x =$

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

Condoleezza Rice/

Condoleezza Rice

Department of Homeland Security/

Departamento de Seguridad Nacional

Nancy Pelosi/

Nancy Pelosi

Patient Protection and Affordable Care Act/

Ley de Protección al Paciente y Cuidado de Salud Asequible

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?

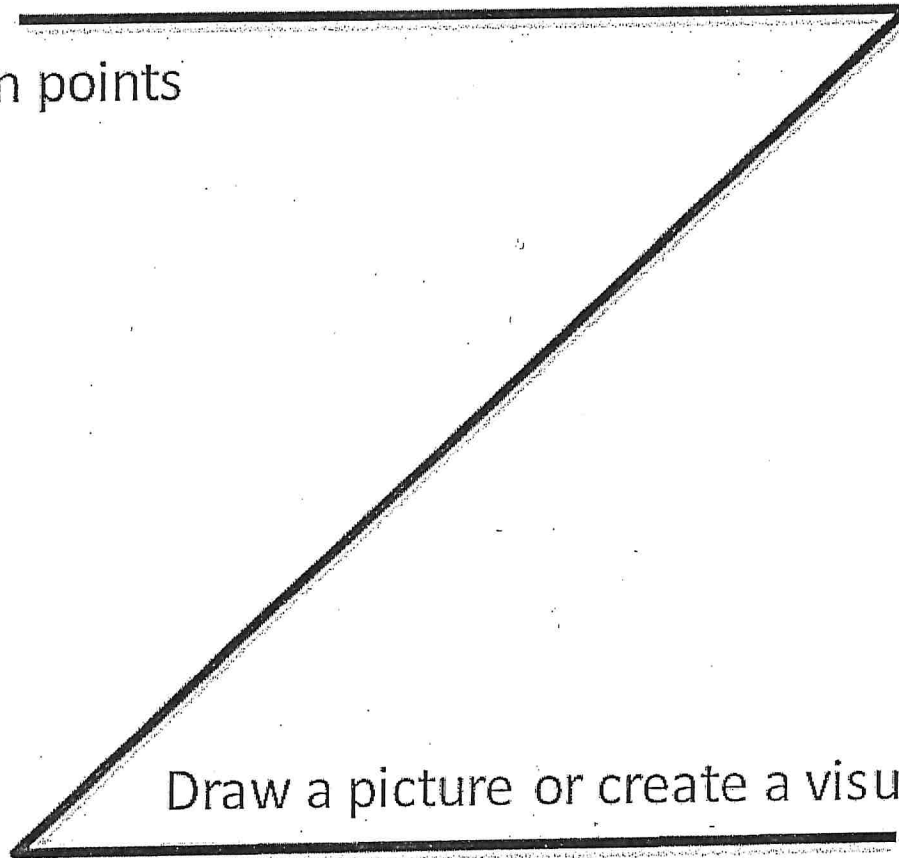
Topic or Title: _____

Main Idea: _____

3 main points

-
-
-

Draw a picture or create a visual representation



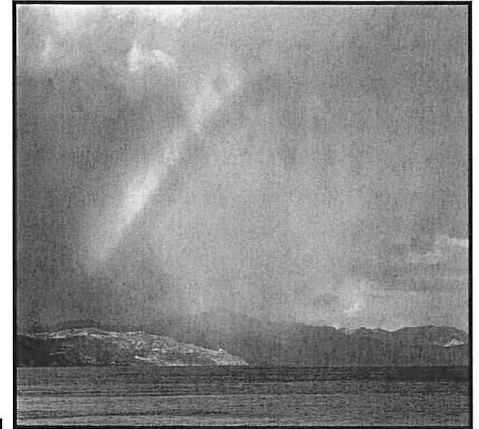


Reading Science

Name: _____ Date: _____

The Electromagnetic Spectrum

- 1 As the storm clouds thin and the last of the rain slowly stops, something magical happens. The Sun peeks through the storm clouds. A beautiful rainbow appears. Its bright colors bend in an arch through the sky. The rainbow shows you the visible colors of the electromagnetic spectrum. Astronomers are scientists who study space. They use the electromagnetic spectrum to learn about different objects in the universe.
- 2 The electromagnetic spectrum is made of all the electromagnetic waves that are emitted from the Sun. Other objects in the universe emit radiation in the electromagnetic spectrum. To better understand the spectrum, it is broken into smaller categories based on wavelength. From the longest to the shortest waves, the categories are: radio waves, microwaves, infrared light, visible light, ultraviolet rays, x-rays, and gamma rays.
- 3 Radio waves have the longest wavelength in the electromagnetic spectrum. A single wave can be the length of a football field. Some may even be a mile long. These types of waves have low frequencies and low energy. Radio waves bring music to your ears, or a call to your cell phone. Scientists use radio waves to learn about what galaxies, stars, comets, and planets are made of. Astronomers use radio telescopes put into large arrays to collect the waves that are emitted by these objects.
- 4 Microwaves are the next category of the electromagnetic spectrum. Their wavelengths can be less than an inch in length, or as long as a foot. You have probably used microwaves to pop some popcorn or heat up your food. Scientists use microwaves a little differently. These waves can pass through different kinds of weather. They can send images back to Earth from space, even on a cloudy day. Astronomers also use microwaves to learn about the structure of our galaxy. They can also study galaxies that are close to us.
- 5 Infrared light comes after microwaves on the electromagnetic spectrum. The shortest infrared wavelengths are almost microscopic. The largest are the size of a pinhead. You feel infrared light every day. The warmth you feel from the Sun or a fire are examples of heat emitted by infrared light. Some of the shorter infrared waves are used by remote controls for your television or stereo. Astronomers use infrared light to map the dust between stars. They can also use infrared images of Earth to study cloud structure or ocean temperatures.





Reading Science

- 6 In the middle of the spectrum is visible light. Think back to the rainbow that appeared after the storm. The seven colors of light that you see are known as visible light. Visible light is the only part of the electromagnetic spectrum that you can actually see. Red has the longest wavelength. Violet has the shortest. White light is made of all the colors combined.
- 7 Ultraviolet (or UV) light has a shorter wavelength than visible light. Have you ever been in the sun for too long? What happened to your skin? The ultraviolet light emitted from the Sun probably gave you a sunburn. This wavelength of light cannot be seen by your eye alone. Astronomers place ultraviolet telescopes on satellites. This helps them learn about the structure and evolution of galaxies.
- 8 The next electromagnetic wave on the spectrum is x-rays. These types of waves have high frequencies and high energy. If you have ever had a broken bone, then you have been exposed to x-rays. X-rays can pass through your skin, but not your bones or teeth. Doctors use the images on the x-ray film to tell if your bone is broken. Astronomers use x-ray telescopes with x-ray detectors placed on satellites to study objects in space. The x-ray telescopes cannot be placed on Earth. Earth's atmosphere does not allow x-rays to pass through.
- 9 Gamma rays are the last electromagnetic wave on the spectrum. They have the shortest wavelength and the most energy. They have the potential to kill cancerous cells. Astronomers use gamma rays to study how the universe began, its age, and how fast it is expanding.
- 10 Through the use of the electromagnetic spectrum, scientists find a vast amount of scientific information to study. From radio waves to visible light to gamma rays, each wavelength provides a different answer to the mystery of the universe.



Reading Science

1. The statements below compare the similarities of ultraviolet light and microwaves. Which choice does NOT belong in this list?
 - A. Neither can be seen by the human eye.
 - B. Scientists use both to study the structure of galaxies.
 - C. They both have wavelengths that are longer than visible light.
 - D. They are both types of radiation emitted by the Sun.

2. What is the best wavelength to use if an astronomer wants to study the composition of planets and stars?
 - A. Gamma rays
 - B. Radio waves
 - C. Visible light
 - D. Microwaves

3. Complete the following analogy.

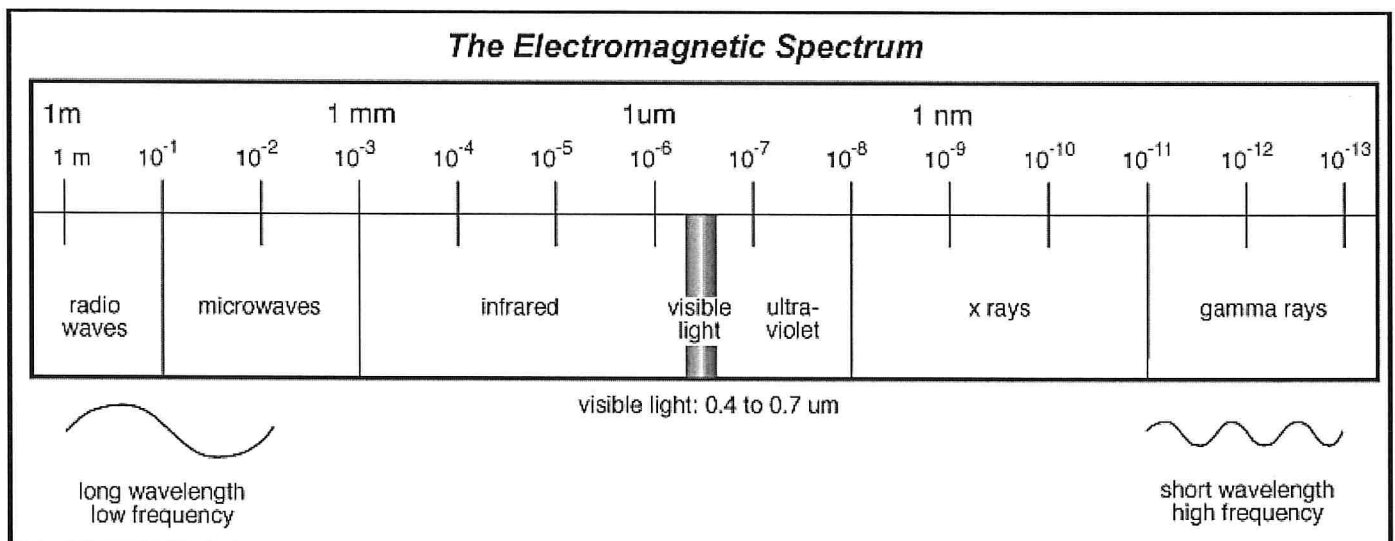
RADIO WAVES : LONGEST WAVELENGTH :: _____ : SHORTEST WAVELENGTH

 - A. INFRARED LIGHT
 - B. ULTRAVIOLET LIGHT
 - C. X-RAYS
 - D. GAMMA RAYS



Reading Science

4. The term **emit** is used in paragraph 2. Based on the context, emit means to—
- A. absorb.
 - B. send out.
 - C. collapse.
 - D. review,



5. Examine the diagram of the electromagnetic spectrum shown above. Which category of electromagnetic waves has a wavelength of 10^{-8} m?
- A. Ultraviolet
 - B. Radio waves
 - C. Microwaves
 - D. Red

THE DANCE PARTY

ACTIVITY GOALS

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

ACTIVITY SET-UP & PROCEDURE

Equipment:

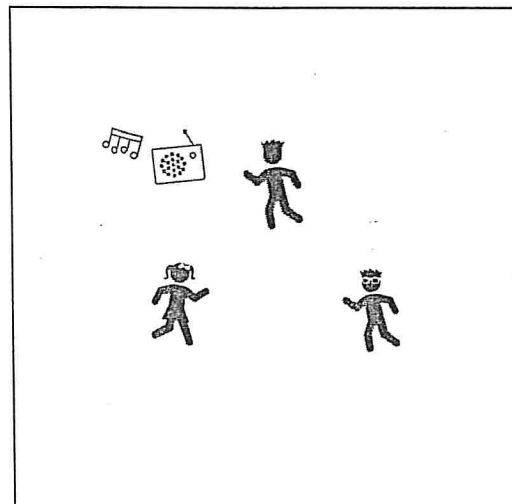
- Dance Cards
- Upbeat, fun music and music player

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.

EATING
HEALTHY
101

- 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