

BEARCAT DAY 16

MONDAY, APRIL 13, 2020

GRADE 8
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

8TH GRADE BEARCAT DAY 16

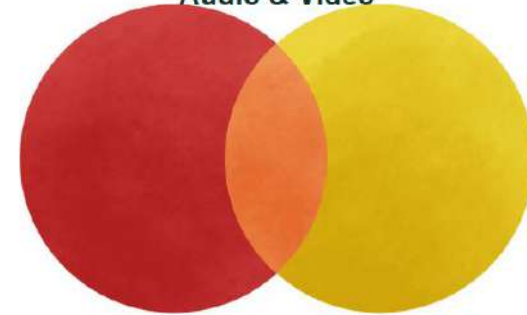
LANGUAGE ARTS	HOW MEDIA INFLUENCES Read through the notes . Use the passage to answer the multiple choice questions and the short answer question .
MATH	SIMPLIFYING EXPRESSIONS WITH DISTRIBUTIVE Read the notes and solve the problems using the distributive property.
SCIENCE	Relative & Absolute Aging Review Read the passages to remind you of recent learning to complete the assignment in their science class' google classroom. If students are not able to access google classroom this worksheet is included in the packet picked up at school.
SOCIAL STUDIES	HONEST ABE COMES INTO VIEW (finish up from last week) Read the notes about Abe Lincoln . Answer the question on the last slide. Submit in Google Classroom or take a picture and email it to your teacher.
PE/HEALTH	LEGAL DRUGS Read the notes about Legal Drugs . Answer the questions in the notes. If you are able answer the questions in Google Classroom. If you cannot use Google Classroom, email your answers to courtney.wells@anderson.kyschools.us . If you cannot email, you may turn your work in at the school office.
CAREERS	RESUME FORMATS: HOW TO TYPE A RESUME Read over the notes and answer the questions .

How Media Influences

Advantages & Disadvantages of Different Media

Look at the first page of the reading. Fill in the rest of the chart.

**Compare: Advantages & Disadvantages in regard to
Audio & Video**



Bell Ringer

You and a friend want to see the new superhero movie premier. The problem is the premier is on a Thursday night and you have 3 tests on Friday. What three arguments can you give to persuade your parent to allow you to go?

1

2

3



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Read the passage. Using only the information you've learned from the **transcript (written word)**, who would you have voted for in this election-Kennedy or Nixon or are you still undecided?

If you are able to, watch the video of the debate on Youtube.

Kennedy vs. Nixon - 1st 1960 Debate

https://www.youtube.com/watch?v=QazmVHAO0os&feature=emb_logo

Using only the information you've learned from the **video**, who would you have voted for in this election-Kennedy or Nixon?



Assignment

Answer the nine questions with this packet. Question 3 of the transcript section must be in RACE.

If you are able watch the Youtube video: How JFK's Clever TV Strategies Helped Him Win the Election
(https://www.youtube.com/watch?v=GMWQnoDA0o8&feature=emb_logo)

Hear about the video impacted the election.



Advantages and Disadvantages of Different Media

Learn About It

The **medium** through which an author chooses to express a message can have a profound effect upon how the message is received by the audience. **Print** media are the most detailed way to convey a message. Media that incorporate **video** and **audio** exhibit facial expressions, gestures, body movements, and vocal inflections.

Read the passage. As you read, think about how different media affect the way an audience interprets information.

Judging from attendance figures published by the local soccer team, one would think that the sport is now more popular than ever. One look at television coverage of the last game, however, reveals something else: the stands look almost empty.

Medium	Advantages	Disadvantages
Print (books, essays, newspaper articles)	Most detailed Not constrained by time limits Relatively inexpensive	Not as direct or immediate as video or audio Takes time to produce Does not allow audience to utilize other senses
Audio (radio, audiobooks, podcasts)	Incorporates sound Allows participants to communicate through vocal inflection	
Video (television, Internet)		

Try It

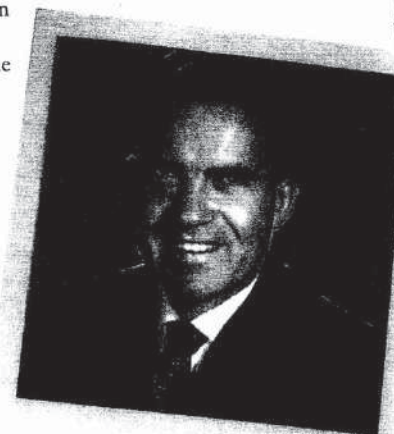
Read the passage. As you read, pay attention to how the characteristics of print media affect your judgment of the events described. Use the questions to help you.

The 1960 presidential election between Republican Vice President Richard Nixon and Democratic Senator John F. Kennedy featured the first presidential debates to be broadcast live on television. The passage below is an excerpt from the transcript of the first debate, which was held on September 26, 1960.

MODERATOR: Mr. Vice President, your campaign stresses the value of your eight-year experience. Would you tell us please specifically what major proposals you have made in the last eight years that have been adopted by the administration?

MR. NIXON: First, after each of my foreign trips, I have made recommendations that have been adopted. For example, after my first trip abroad—I strongly recommended that we increase our exchange programs particularly as they related to exchange of persons of leaders in the labor field and in the information field. After my trip to South America, I made recommendations that a lending agency be set up which the South American much better than a lend—than to participate in the lending agencies which treated all the countries of the world the same. After my trip abroad to Hungary, I made some recommendations with regard to the Hungarian refugee situation which were adopted, not only by the president but some of them were enacted into law by the Congress. Within the administration, as a chairman of the President's Committee on Price Stability and Economic Growth, I have had the opportunity to make recommendations which have been adopted within the administration and which I think have been reasonably effective. I know Senator Kennedy suggested in a speech yesterday that that committee had not been particularly effective. I would only suggest that since that committee has been formed, the price line has been held very well within the United States.

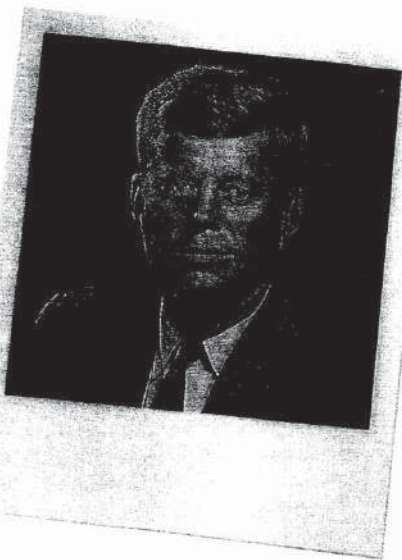
When viewed in print, how effective is Mr. Nixon's response?



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MR. KENNEDY: Well, I would say in the latter that the—and that's what I found uh—somewhat unsatisfactory about the figures uh—Mr. Nixon, that you used in your previous speech, when you talked about the Truman Administration. You—Mr. Truman came to office in nineteen uh—forty-four and at the end of the war, and uh—difficulties that were facing the United States during that period of transition—1946 when price controls were lifted—so it's rather difficult to use an overall figure taking those seven and a half years and comparing them to the last eight years. In regard to uh—price stability uh—I'm not aware that that committee did produce recommendations that ever were certainly before the Congress from the point of view of legislation in regard to controlling prices. In regard to the exchange of students and labor unions, I am chairman of the subcommittee on Africa, and I think that one of the most unfortunate phases of our policy towards that country was the very minute number of exchanges that we had. I think it's true of Latin America also. We did come forward with a program of students for the Congo of over three hundred which was more than the federal government had for all of Africa the previous year, so that I don't think that uh—we have moved at least in those two areas with sufficient vigor.



Notice that the transcript of Mr. Kennedy's response includes a number of *uhs* and other pauses. How does this make you feel about his performance in the debate?



How might your judgment of this debate be affected if you were actually able to see and hear the candidates speaking?

Answer these questions about the first broadcast presidential debates. Write your answers in complete sentences.

1. When viewed in print, how effective is Mr. Nixon's response?

2. Notice that the transcript of Mr. Kennedy's response includes a number of *uhs* and other pauses. How does this make you feel about his performance in the debate?

3. How might your judgment of this debate be affected if you were actually able to see and hear the candidates speaking?

Apply It

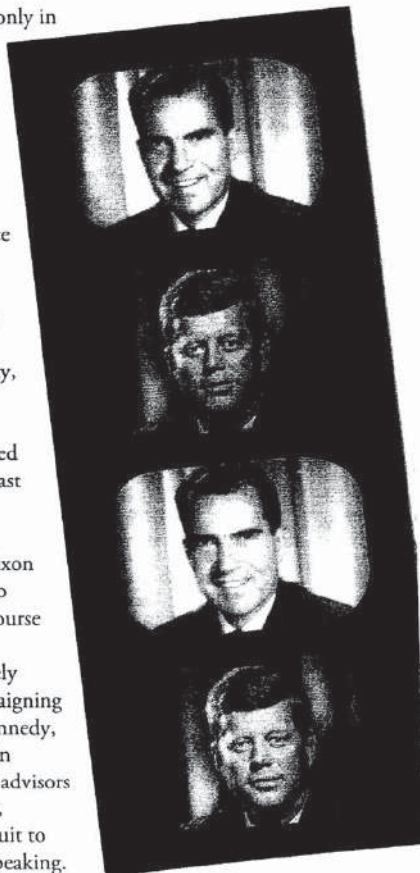
Read the passage. As you read, think about how changes in media affected the way the events described were perceived. Answer the questions that follow.

The passage below is an analysis of the television coverage of the debate mentioned in the previous passage, and the effect this coverage had on the outcome of the election.

The Kennedy-Nixon Election

September 26, 1960, marks a turning point not only in the history of television, but in the history of American politics as well. On that date, over 70 million viewers tuned in to watch the first in a series of televised debates between Vice President Richard Nixon and Senator John F. Kennedy. For the first time in history, American voters were given a chance to see their candidates in action, and as a result, were able to judge their performance not just on the words they spoke, but how they appeared as they spoke them. Before the debates, Nixon and Kennedy were viewed as equals in both style and substance. Many experts gave Nixon the edge in terms of experience and campaigning ability, and polls taken before the first debate gave him a slim lead over his Democratic opponent. The way that they projected on television, however, presented a pronounced contrast to American voters, a contrast that ultimately benefited Kennedy when the final election results were tallied in November.

In the months leading up to the first debate, Nixon had promised, against the counsel of his advisors, to campaign in all fifty states. Unfortunately, in the course of that campaigning, he seriously injured his knee, and was hospitalized for two weeks in August. Barely recovered, he resumed his grueling schedule, campaigning all the way up until the day of the debate itself. Kennedy, by contrast, maintained a relatively light schedule in sunny California. Unlike Nixon, Kennedy and his advisors engaged in painstaking preparations for the debate, reviewing such minute details as how to sit, what suit to wear, and how to carry himself when he was not speaking.



Continued on the next page ➡

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The results of the candidates' respective efforts were glaringly obvious on camera. Nixon, still recovering from his injury and a bout with the flu, appeared painfully frail and thin. He refused to wear makeup for the debate; as a result, his perspiration was clearly visible, and his pale complexion and beard stubble made him appear tired and haggard. His grey suit, which blended in with the studio backdrop, added to his ghostly pallor. Meanwhile, Kennedy, who previously had a reputation for being sickly, looked the very picture of health—tanned, youthful, and relaxed. To the millions of viewers watching the debate in their homes, Kennedy projected calm, confidence, and youthful vigor, while Nixon came across as anxious, uncertain, and uncomfortable.

The effect these images had on the voters who were watching was striking. Studies conducted after the debates found that the telegenic Kennedy's charisma made him the clear winner in the minds of television viewers. By contrast, those who had listened to the debates on the radio gave the edge to Nixon, as did most members of the print media who were covering the event in person. Kennedy's subsequent triumph in November sent a clear message to future aspirants to the Presidency: one's image is just as important as (and, indeed, perhaps more important than) one's message.



Answer these questions about "The Kennedy-Nixon Election." Write your answers in complete sentences.

1. According to this passage, how was Kennedy able to use the medium of television to his advantage?

2. What impression did Kennedy's appearance make on voters?

3. How would this impression of Kennedy have been different if coverage of the debate were limited to just a transcript?

4. Notice that radio listeners judged the debate in favor of Nixon. What does this tell you about Nixon's speaking performance?

5. Many newspaper accounts also gave the edge to Nixon. What does this tell you about the details of each candidate's message?

6. Why do you think it was important to voters for a prospective president to look confident, relaxed, and healthy?

16. Bearcat Day 16 Questions 4/13/2020

* Required

Email address *

Your email

Name and Class Period (Please capitalize where appropriate.) *

Your answer

1. According to this passage, how was Kennedy able to use the medium of television to his advantage? * 5 points

- ☐ Kennedy smiled a lot to show he was a likeable guy.
- ☐ Nixon showed how smart he was, so Kennedy had no advantage in this medium.
- ☐ Kennedy's knowledge of the topics showed he would be a better president.
- ☐ Kennedy was able to look calm and confidence even if his voice portrayed nervousness.

2. What impression did Kennedy's appearance make on voters? *

5 points

- ☐ Kennedy projected calm, confidence, and youthful vigor.
- ☐ Kennedy's youthfulness projected arrogance and the inability to compete with a more seasoned politician.
- ☐ Nixon's appearance projected a wise person ready to lead the country.
- ☐ Kennedy's fidgeting made the impression he wasn't ready for the presidency.

3. Notice that radio listeners judged the debate in favor of Nixon. What does this tell you about Nixon's speaking performance? (choose 4) *

10 points

- ☐ clear
- ☐ vague
- ☐ concise
- ☐ long winded
- ☐ on point
- ☐ beating around the bush
- ☐ does not know what he is talking about
- ☐ knows what he is talking about

4. many newspaper accounts also gave the edge to Nixon. What does this tell you about the details of each candidate's message? *

5 points

- ☐ Kennedy's answers were more concrete while Nixon's were more abstract.
- ☐ Kennedy used his accomplishments to back up his point.
- ☐ Nixon's details were concrete because he listed his accomplishments.
- ☐ Nixon chose to give vague answers to support his stance.

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Google Forms

Grade 8 Bearcat Day I 6 ELA

16. Bearcat Day 16 Short Answer
4/13/2020

* Required

Email address *

Your email

Using RACE-How might your judgment of this debate be affected if you were actually able to see and hear the candidates speaking? *

25 points

Your answer

Untitled Question

☐ Option 1

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Grade 8 Bearcat Day 16 Math

Unit: Linear Equations
Student Handout 2

Name Answer Key

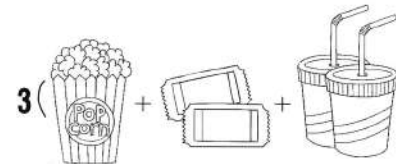
Date _____ Pd _____

SIMPLIFYING EXPRESSIONS WITH DISTRIBUTIVE

DISTRIBUTIVE
PROPERTY

- The distributive property allows us to multiply each term inside parentheses by the number outside the parentheses.
- Algebraically, we would say:
 $a(b + c) = ab + ac$ $a(b - c) = ab - ac$
- Be careful with your sign when multiplying positives and negatives!

1. A group of friends went to the movies, and the three guys each bought two tickets (t), a popcorn (p) and two drinks (d) for themselves and their dates.



*In this space you could have the students actually draw out the items that were purchased in order to "visualize" distributing.

After distributing, we can represent this situation with the expression $6t + 3p + 6d$.

2. Simplify the expression.

$$4(2x + 3)$$

$$\underline{8x + 12}$$

3. Simplify the expression.

$$4(2x - 3)$$

$$\underline{8x - 12}$$

4. Simplify the expression.

$$-4(2x + 3)$$

$$\underline{-8x - 12}$$

5. Simplify the expression.

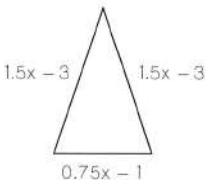

$$-4(2x - 3)$$

$$\underline{-8x + 12}$$

Unit: Linear Equations
Homework 2

Name _____
Date _____ Pd _____

SIMPLIFYING EXPRESSIONS WITH DISTRIBUTIVE

1. In order for terms to be like terms, they must have... a. The same variable b. The same coefficient c. The same exponent d. Both a and c	2. Which of the following is an example of a set of like terms? a. $\{19y, 19, y\}$ b. $\{18x, -x, 21x\}$ c. $\{15, 20, 25y\}$ d. $\{-2x, -2y, -2xy\}$	
3. Which is the correct simplified version of the expression $5(-4x + 15)$? a. $-4x + 20$ b. $-45x - 75$ c. $-45x + 75$ d. $14x + 20$	4. Which is the correct simplified version of the expression $-7(2x - 3)$? a. $-14x + 21$ b. $-14x - 21$ c. $-5x - 10$ d. $-14x - 10$	
5. Simplify the expression. $9n + 18(2n - 6) + 13$ _____	6. Simplify the expression. $8.5(4 + 3h) - h$ _____	7. Simplify the expression. $-d - 10.25(16d - 4)$ _____
8. Simplify the expression. $\frac{3}{2}(4f - 10)$ _____	9. Simplify the expression. $-\frac{1}{9}(5g - 3) + \frac{2}{9}g$ _____	10. Simplify the expression. $3\frac{2}{3}k + \frac{1}{3}(42 + 48k)$ _____
11. Write a simplified expression for the perimeter of the triangle. 	12. Write a simplified expression for the area of the rectangle. 	

Section 2

The Relative Age of Rocks

Reading Preview

Key Concepts

- What is the law of superposition?
- How do geologists determine the relative age of rocks?
- How are index fossils useful to geologists?

Key Terms

- relative age • absolute age
- law of superposition
- extrusion • intrusion • fault
- unconformity • index fossil

Target Reading Skill

Asking Questions Before you read, preview the red headings. In a graphic organizer like the one below, ask a *what* or *how* question for each heading. As you read, write answers to your questions.

Relative Age

Question	Answer
What does the position of rock layers reveal?	The position of rock layers shows...

Lab zone Discover Activity

Which Layer Is the Oldest?

1. Make a stack of different-colored layers of clay. Each layer should be about the size and thickness of a pancake. If these flat layers are sediments, which layer of sediment was deposited first? (*Hint:* This is the oldest layer.)

2. Now form the stack into a dome by pressing it over a small rounded object, such as a small bowl. With a cheese-slicer or plastic knife, carefully cut off the top of the dome. Look at the layers that you have exposed. Which layer is the oldest?

Think It Over

Inferring If you press the stack into a small bowl and trim away the clay that sticks above the edge, where will you find the oldest layer?



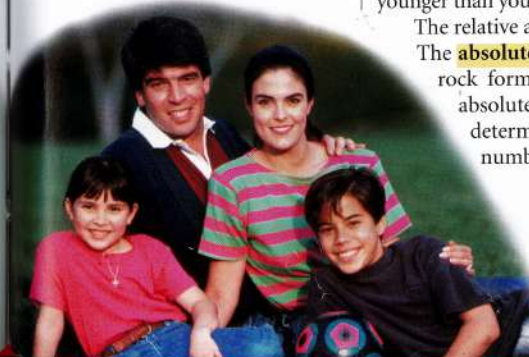
As sedimentary rock forms, the remains of organisms in the sediment may become fossils. Millions of years later, if you split open the rock, you might see the petrified bones of an extinct reptile or insect.

Your first question about a new fossil might be, "What is it?" Your next question would probably be, "How old is it?" Geologists have two ways to express the age of a rock and any fossil it contains. The **relative age** of a rock is its age compared to the ages of other rocks. You have probably used the idea of relative age when comparing your age with someone else's age. For example, if you say that you are older than your brother but younger than your sister, you are describing your relative age.

The relative age of a rock does not provide its absolute age.

The **absolute age** of a rock is the number of years since the rock formed. It may be impossible to know a rock's absolute age exactly. But sometimes geologists can determine a rock's absolute age to within a certain number of years.

◀ The age of each family member could be given as relative age or absolute age.



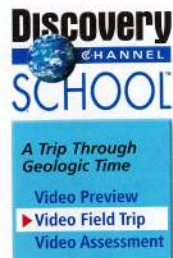
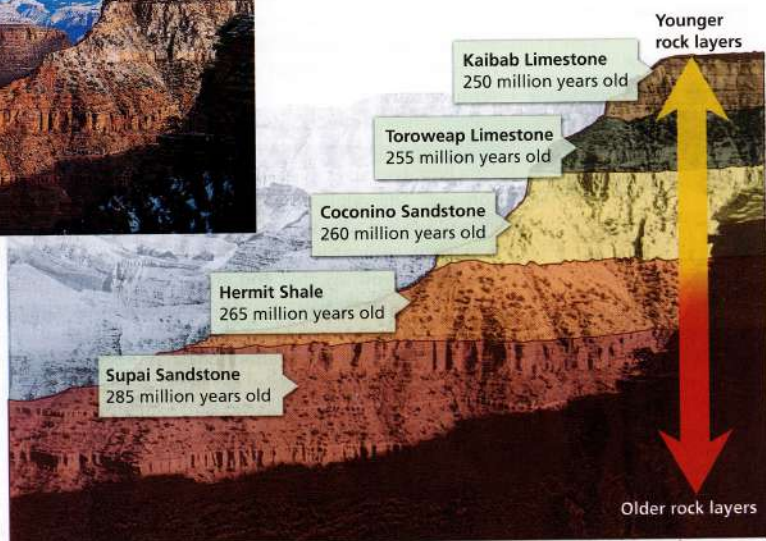


FIGURE 5

The Grand Canyon

More than a dozen rock layers make up the walls of the Grand Canyon. You can see five layers clearly in the photograph. **Applying Concepts** In which labeled layers would you find the oldest fossils? Explain.

**The Position of Rock Layers**

Have you ever seen rock layers of different colors on a cliff beside a road? What are these layers, and how did they form? The sediment that forms sedimentary rocks is deposited in flat layers one on top of the other. Over time, the sediment hardens and changes into sedimentary rock. These rock layers provide a record of Earth's geologic history.

It can be difficult to determine the absolute age of a rock. So geologists use a method to find a rock's relative age. Geologists use the **law of superposition** to determine the relative ages of sedimentary rock layers. **According to the law of superposition, in horizontal sedimentary rock layers the oldest layer is at the bottom. Each higher layer is younger than the layers below it.**

The walls of the Grand Canyon in Arizona illustrate the law of superposition. You can see some of the rock layers found in the Grand Canyon in Figure 5. The deeper down you go in the Grand Canyon, the older the rocks.



Why do sedimentary rocks have layers?

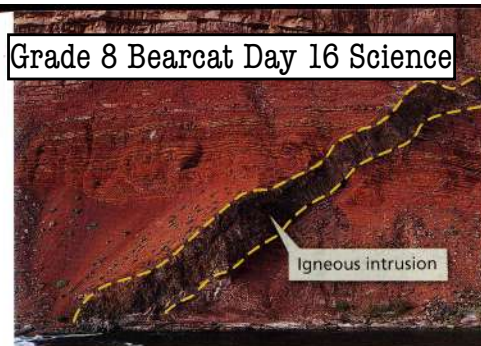


FIGURE 6

Intrusions and Faults

Intrusions and faults give clues to the relative ages of rocks. An intrusion (left) cuts through rock layers. Rock layers are broken and shifted along a fault (right).

**Determining Relative Age**

There are other clues besides the position of rock layers to the relative ages of rocks. **To determine relative age, geologists also study extrusions and intrusions of igneous rock, faults, and gaps in the geologic record.**

Clues From Igneous Rock Igneous rock forms when magma or lava hardens. Magma is molten material beneath Earth's surface. Magma that flows onto the surface is called lava.

Lava that hardens on the surface is called an **extrusion**. An extrusion is always younger than the rocks below it.

Beneath the surface, magma may push into bodies of rock. There, the magma cools and hardens into a mass of igneous rock called an **intrusion**. An intrusion is always younger than the rock layers around and beneath it. Figure 6 shows an intrusion. Geologists study where intrusions and extrusions formed in relation to other rock layers. This helps geologists understand the relative ages of the different types of rock.

Clues From Faults More clues come from the study of faults. A **fault** is a break in Earth's crust. Forces inside Earth cause movement of the rock on opposite sides of a fault.

A fault is always younger than the rock it cuts through. To determine the relative age of a fault, geologists find the relative age of the youngest layer cut by the fault.

Movements along faults can make it harder for geologists to determine the relative ages of rock layers. You can see in Figure 6 how the rock layers no longer line up because of movement along the fault.

Lab zone Try This Activity**Sampling a Sandwich**

Your teacher will give you a sandwich that represents rock layers in Earth's crust.

1. Use a round, hollow, uncooked noodle as a coring tool. Push the noodle through the layers of the sandwich.
2. Pull the noodle out of the sandwich. Break the noodle gently to remove your core sample.
3. Draw a picture of what you see in each layer of the core.

Making Models Which layer of your sandwich is the "oldest"? The "youngest"? Why do you think scientists study core samples?

FIGURE 7
Unconformity

An unconformity occurs where erosion wears away layers of sedimentary rock. Other rock layers then form on top.

Sequencing What two processes must take place before an unconformity can form?



- 1 Sedimentary rocks form in horizontal layers.



- 2 Folding tilts the rock layers.



- 3 The surface is eroded.



- 4 New sediment is deposited, forming rock layers above the unconformity.

Gaps in the Geologic Record The geologic record of sedimentary rock layers is not always complete. Deposition slowly builds layer upon layer of sedimentary rock. But some of these layers may erode away, exposing an older rock surface. Then deposition begins again, building new rock layers.

The surface where new rock layers meet a much older rock surface beneath them is called an **unconformity**. An unconformity is a gap in the geologic record. An unconformity shows where some rock layers have been lost because of erosion. Figure 7 shows how an unconformity forms.



What is an unconformity?

Using Fossils to Date Rocks

To date rock layers, geologists first give a relative age to a layer of rock at one location. Then they can give the same age to matching layers of rock at other locations.

Certain fossils, called index fossils, help geologists match rock layers. To be useful as an **index fossil**, a fossil must be widely distributed and represent a type of organism that existed only briefly. A fossil is considered widely distributed if it occurs in many different areas. Geologists look for index fossils in layers of rock. **Index fossils are useful because they tell the relative ages of the rock layers in which they occur.**

Geologists use particular types of organisms as index fossils—for example, certain types of ammonites. Ammonites (AM uh nyts) were a group of hard-shelled animals. Ammonites evolved in shallow seas more than 500 million years ago and became extinct about 65 million years ago.

Ammonite fossils make good index fossils for two reasons. First, they are widely distributed. Second, many different types of ammonites evolved and then became extinct after a few million years.

Geologists can identify the different types of ammonites through differences in the structure of their shells. Based on these differences, geologists can identify the rock layers in which a particular type of ammonite fossil occurs.

You can use index fossils to match rock layers. Look at Figure 8, which shows rock layers from four different locations. Notice that two of the fossils are found in only one of these rock layers. These are the index fossils.



What characteristics must a fossil have to be useful as an index fossil?

A Trip Through Geologic Time • Section Summary

The Relative Age of Rocks

Key Concepts

- What is the law of superposition?
- How do geologists determine the relative age of rocks?
- How are index fossils useful to geologists?

The **relative age** of a rock is its age compared with the ages of other rocks. The **absolute age** of a rock is the number of years since the rock formed. The sediment that forms sedimentary rocks is deposited in flat layers. Over years, the sediment hardens and changes into sedimentary rock. These rock layers provide a record of Earth's geologic history.

It can be difficult to determine the absolute age of a rock. Geologists use the **law of superposition** to determine the relative ages of sedimentary rock layers. **According to the law of superposition, in horizontal sedimentary rock layers the oldest layer is at the bottom. Each higher layer is younger than the layer below it.**

There are other clues to the relative ages of rocks. **To determine relative age, geologists also study extrusions and intrusions of igneous rock, faults, and gaps in the geologic record.** Igneous rock forms when magma or lava hardens. Lava that hardens on the surface is called an **extrusion**. The rock layers below an extrusion are always older than the extrusion. Beneath the surface, magma may push into bodies of rock. There, the magma cools and hardens into a mass of igneous rock called an **intrusion**. An intrusion is always younger than the rock layers around and beneath it.

More clues come from the study of faults. A **fault** is a break in Earth's crust. A fault is always younger than the rock it cuts through. The surface where new rock layers meet a much older rock surface beneath them is called an **unconformity**. An unconformity is a gap in the geologic record. An unconformity shows where some rock layers have been lost because of erosion.

To date rock layers, geologists first give a relative age to a layer of rock at one location and then give the same age to matching layers at other locations. Certain fossils, called index fossils, help geologists match rock layers. To be useful as an **index fossil**, a fossil must be widely distributed and represent a type of organism that existed only briefly. **Index fossils are useful because they tell the relative ages of the rock layers in which they occur.** Geologists use particular types of organisms, such as ammonites, as index fossils. Ammonites were a group of hard-shelled animals that evolved in shallow seas more than 500 million years ago. They later became extinct. Ammonite fossils have been found in many different places.

Radioactive Dating of Rocks

Key Concepts

- What happens during radioactive decay?
- What can be learned from radioactive dating?

Rocks are a form of matter. All the matter you see, including rocks, is made of tiny particles called **atoms**. When all the atoms of a particular type of matter are the same, the matter is an **element**. Most elements are stable. They do not change under normal conditions. But some elements exist in forms that are unstable. Over time, these elements break down, or decay, by releasing particles and energy in a process called **radioactive decay**. These unstable elements are said to be radioactive. **During radioactive decay, the atoms of one element break down to form atoms of another element.**

Radioactive elements occur naturally in igneous rocks. For an igneous rock, its "birthday" is when it first hardens to become rock. As a radioactive element within the igneous rock decays, it changes into another element. Therefore, the composition of the rock changes slowly over time. The amount of the radioactive element decreases. But the amount of the new element increases. The rate of decay of each radioactive element is constant—it never changes. This rate of decay is the element's half-life. The **half-life** of a radioactive element is the time it takes for half of the radioactive atoms to decay.

Geologists use radioactive dating to determine the absolute ages of rocks. In radioactive dating, scientists first determine the amount of a radioactive element in a rock. Then they compare that amount with the amount of the stable element into which the radioactive element decays. Scientists often use potassium-40 to date rocks. This form of potassium decays to form the stable element argon-40 and has a half-life of 1.3 billion years. The long half-life of potassium-40 makes it useful in dating the most ancient rocks.

All plants and animals contain some carbon-14, a radioactive form of carbon. Carbon-14 is useful in dating materials from plants and animals that lived as far back as 50,000 years ago. Because carbon-14 has a half-life of only 5,730 years, it can't be used to date more ancient fossils or rocks.

Radioactive dating works well for dating igneous rocks. Rock particles in sedimentary rocks are from other rocks, all of different ages. Radioactive dating would provide the ages of particles, not the sedimentary rock as a whole. But radioactive dating can be used to determine absolute dates of extrusions and intrusions near sedimentary rock layers. Sedimentary rock above an igneous intrusion must be younger than that intrusion.

Calculating Half-Life Problems

How to Calculate Half-Life Problems:

THE PROBLEM:

An isotope of cesium (cesium-137) has a half-life of 30 years. If 1.0 g of cesium-137 disintegrates over a period of 90 years, how many grams of cesium-137 would remain?

THE SOLUTION:

1. Draw a T-Table:

TIME (yrs)	MASS (g)
0	
30	
60	
90	

2. Label the left side with the unit of time mentioned in the problem.

TIME (yrs)	MASS (g)
0	
30	
60	
90	

3. Label the right side with the mass mentioned in the problem.

TIME (yrs)	MASS (g)
0	1.0
30	
60	
90	

4. Begin by always writing a zero in the **TIME COLUMN**.

TIME (yrs)	MASS (g)
0	1.0
30	
60	
90	

5. Then, in the **TIME COLUMN** add one half-life at a time till you reach the total time given in the problem.

TIME (yrs)	MASS (g)
0	1.0
30	
60	
90	

6. In the **MASS COLUMN**, always start with the mass originally given in the problem.

TIME (yrs)	MASS (g)
0	1.0
30	
60	
90	

7. Then keep dividing the number in the **MASS COLUMN** by 2 for each number of half-lives on the left column.

TIME (yrs)	MASS (g)
0	1.0
30	.50
60	.25
90	.125

8. The rules are:

- a. Add half-lives on the left.
b. Divide by 2 on the right.

Add Half-Life Divide by 2

9. How many times you added a half-life in the **TIME COLUMN** equals how many half-lives have occurred.

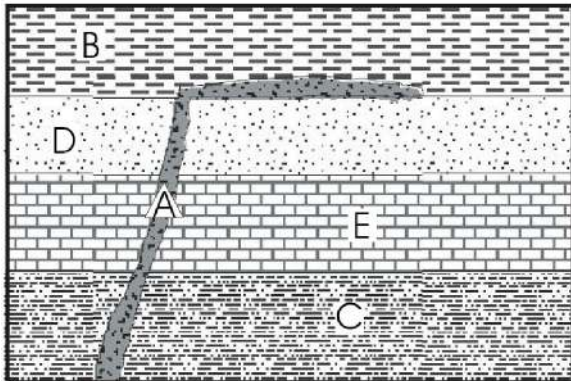
10. The last amount of mass at the bottom of the **MASS COLUMN** equals how much mass is left after radioactive decay has occurred.

Grade 8 Bearcat Day 16 Science

Relative and Radiometric Dating Review! Name: _____ Class Period: _____

For the three pictures below, put the layers, intrusions, faults, etc... in the correct order from oldest to youngest. Oldest on the bottom, youngest on top! :)

Figure 1:



Youngest _____

 Oldest _____

Grade 8 Bearcat Day 16 Science

Youngest: _____

 Oldest: _____

Use the information given in the following problems to determine either the number of half lives the radioactive element has gone through, the amount of the element remaining, OR the absolute/radiometric age of the sample.

1. Plutonium-238 has a half life of 86 years. If you find a rock that has 25% of the Plutonium-238 remaining, how many half lives has the rock gone through?
2. If the rock in number one contained 120g of Plutonium in the beginning, based on your answer for question #1, how many grams of Plutonium-238 remain?
3. Based on your answer for number 1, how old is the rock containing the Plutonium?

Honest Abe Comes Into View

- The rise of Abraham Lincoln coincided with the collapse of the Union
- Ultimately, his election as president in 1860 led to the secession of the South

Lincoln – Douglas Debates

In 1858, Abraham Lincoln challenged incumbent Stephen Douglas for his seat in the Senate.

(*Incumbent* – the holder of an office or position)

Abraham Lincoln (left) and Stephen Douglas (right)

Lincoln – Douglas Debates

Stephen

Douglas: Lincoln was wrong for wanting to end slavery.

- If Lincoln tried to end slavery, the U.S. could face a civil war.
- Douglas believed that each territory should be able to decide on its own whether or not to allow slavery by using popular sovereignty.



Lincoln – Douglas Debates

Abraham

Lincoln: Lincoln believed that slavery was evil and should be kept out of the territories.

- Lincoln believed that blacks were guaranteed "life, liberty, and the pursuit of happiness," as stated in the Declaration of Independence.

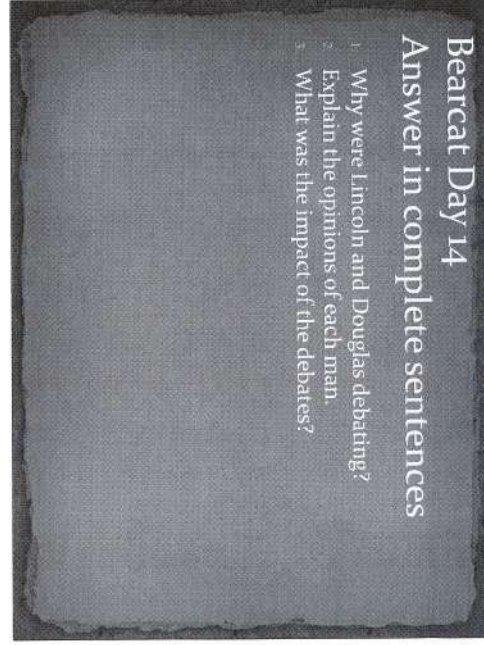
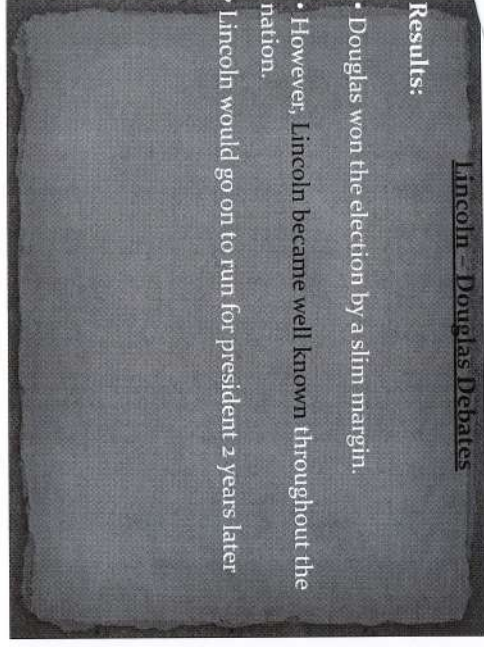


Bearcat Day 14 Answer in complete sentences

1. Why were Lincoln and Douglas debating?
2. Explain the opinions of each man.
3. What was the impact of the debates?

Results:

- Douglas won the election by a slim margin.
- However, Lincoln became well known throughout the nation.
- Lincoln would go on to run for president 2 years later



Grade 8 Bearcat Day 16 Health

Anthony Slusher

nearpod
Authors program

GRADES
5-8

LEGAL
DRUGS

HEALTH

nearpod

1 of 17

Lesson: Legal Drugs

1/39

nearpod

“TAKE CARE OF
YOUR BODY,
it's the only place
YOU HAVE TO LIVE”

Anthony James
Slusher

Elementary and Middle School Health Educator

Hi there! I'm Anthony, an Elementary and Middle School Health Educator with a craze for motivating our youth on the importance of living a healthy and active lifestyle. In my highly enthusiastic classroom, we engage in the skills, knowledge and understanding it takes to create and sustain lifelong physical, mental and emotional health. I take pride in being a Healthy Role Model for my students and hope to inspire them to do the same :)
Healthy people = Happy people. Who doesn't want to be happy?

Hobbies: Yoga, Sports, Nature, Hiking, Camping, Biking, Reading, Being Grateful.
Qualities: Energetic, Motivated, Passionate.

Lesson: Legal Drugs

2/39

nearpod

Grade 8 Bearcat Day 16 Health

Lesson Objectives

Students will:

Identify legal drugs and understand the difference between them and illegal drugs.

Differentiate between moderate, healthy legal drug use and substance abuse.

Classroom Time: 35 min

Lesson: Legal Drugs

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Open Ended Question

Lesson: Legal Drugs

4/39

nearpod

What are drugs?

Lesson: Legal Drugs 5/39 nearpod

What are DRUGS?

Drugs are any substance that **changes** the way the body, or part of the body works.

Lesson: Legal Drugs 6/39 nearpod

Partner Activity

With a partner,
make a list of as
many different drugs
you can think of.



What do they all **have in common?**

Lesson: Legal Drugs 7/39 nearpod

Open Ended Question

Lesson: Legal Drugs 8/39 nearpod

Grade 8 Bearcat Day 16 Health

p5 of 17

What do all the drugs on your list have in common?



Lesson: Legal Drugs

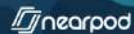
9/39



COFFEE, CIGARETTES, ENERGY DRINKS

Lesson: Legal Drugs

10/39



Grade 8 Bearcat Day 16 Health

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ANTIBIOTICS, CHOCOLATE, ALCOHOLIC DRINKS

Lesson: Legal Drugs

11/39



TEA, COUGH SYRUP, NASAL SPRAY, ASPIRIN

Lesson: Legal Drugs

12/39



Poll

Open Ended Question

Is it ALWAYS wrong to use drugs?

☐ yes

☐ no

When is it ok to use drugs?

A doctor can prescribe you **medicine (drugs)** when you are ill.

Always take the doctor's advice about how much to take and how often to take it.

Overdosing (taking more than the recommended dose) can make you ill, do permanent damage to your body, or even kill you.

CAFFEINE

Coffee, tea, CocaCola and chocolate all contain

caffeine.

Caffeine is one of several drugs that are harmless when **consumed in moderation.**

It is a **mild stimulant** that can make you feel more awake. If you take too much, the side effects include headaches and irritability.

Poll

Grade 8 Bearcat Day 16 Health

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How many days of the week do you consume something that has caffeine in it?

- ☐ 0-1
- ☐ 2-3
- ☐ 4-5
- ☐ 6-7

Lesson: Legal Drugs

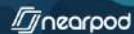
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ALCOHOL

Lesson: Legal Drugs

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Grade 8 Bearcat Day 16 Health

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Alcohol is a legal drug, but you need to be 21 years of age to consume it.

When drunk in excess, alcohol will cause **harmful effects** on both the mind and body.

As an adult, you will decide **if** and **how much** you want to drink.

Lesson: Legal Drugs

23/39



Draw It

Lesson: Legal Drugs

24/39



Match the words to the corresponding statement.

Grade 8 Bearcat Day 16 Health

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Caffeine

A doctor would give you instructions on how to take this

Prescription drug

A drug that you need to be 21 years of age to take

Alcohol

A mild stimulant that can make you feel more awake.

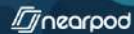
Grade 8 Bearcat Day 16 Health

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SUBSTANCE ABUSE

Lesson: Legal Drugs

25/39



ANSWERS

Caffeine

A doctor would give you instructions on how to take this

Prescription drug

A drug that you need to be 21 years of age to take

Alcohol

A mild stimulant that can make you feel more awake.

Lesson: Legal Drugs

26/39



Lesson: Legal Drugs

27/39



When people take prescription drugs which they do not need (i.e. not for medical reasons) this is

substance abuse.

People who do this often can become

ADDICTED

to these drugs.

Lesson: Legal Drugs

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Addiction

is when drug-taking becomes a habit which is hard to break.

Grade 8 Bearcat Day 16 Health

Addiction is both **physical** and **mental**.

The addicted person will become very sick if they stop taking the drug that he or she is addicted to.

Once a person becomes addicted to a drug it is very hard to stop taking it. They feel dependent on it and often find it hard to concentrate on anything but getting their next 'fix'.

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Grade 8 Bearcat Day 16 Health

You need to be 21 years of age to consume caffeine.

☐ True

☐ False

Page
16 of 17

Draw It

What is it called when someone takes more prescription drugs than what the doctor recommended?

☐ Substance Abuse

☐ Addiction

☐ Stimulants

Grade 8 Bearcat Day 16 Health

Which of these is NOT a legal drug?

- ☐ Prescription medicine
- ☐ Cough Syrup
- ☐ Aspirin
- ☐ Alcohol
- ☐ They are all legal drugs

Lesson: Legal Drugs

35/39



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of
17

page 1 of 8

Grade 8 Bearcat Day 16 Careers

How to type a resume?

Resume Formats

1

Caffeine is

- ☐ a mild stimulant.
- ☐ a prescription pain killer.
- ☐ a highly addictive and illegal drug.

Lesson: Legal Drugs

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Resume formats

There are three types of resume formats: chronological, functional, and hybrid

- Chronological - this format is used most because it is preferred by most hiring managers
 - Lists your work experience and education in order, starting with the most recent first
- Functional - this format is best when you don't have work experience
 - Emphasizes qualifications and accomplishments instead of specific jobs
- Hybrid (Combination) - combination of chronological & functional format
 - modern format where skills and accomplishments go at the top before a detailed work history

2

Chronological Format

- Also referred to as “reverse-chronological,” this resume format lists your most recent experience first then works backward through time.
- Helps recruiters and hiring managers see your highest-level achievements and most timely experience first. (Ex. Education section- a college degree would be listed before a high school degree because it was earned more recently.)
- Best used if you have work experience or have been active in multiple extra-curricular activities

3

Functional Format

- The functional resume format is the opposite of the chronological.
- On a functional resume, work history is listed with little detail at the very bottom of the resume. (If listed at all)
- Instead of focusing on specific jobs, this format shows qualifications, skills, and accomplishments.
- People with large gaps in their work history or no work history like the functional resume format because it minimizes work experience.
- This format allows you to focus more on transferable skills rather than work

5

Chronological Example

Important Tip:

Information is listed in reverse-chronological order (most recent first) but main focus is on work experience

Remember:
You may not have these categories on your resume (that's ok)

LAURA J. THOMAS
(212) 555-1234 • San Francisco, CA 94108 • (212) 555-1234 • lthomas@k12ca.gov

OBJECTIVE
A position in the fields of health and human services, with an emphasis on client relations, sales, and office management.

PROFILE

- 10 years' experience offering outstanding service to diverse clients, with a history of success in building and a love of service to foster products and services that enhance the client's life.
- Excellent telephone and interpersonal skills, able to quickly establish rapport with clients, identify needs, and reach them with appropriate resources.
- Skilled in persuasive sales techniques, able to convey information with mobility and energy, successfully winning new business.
- Highly organized, efficient, and creative, able to create office systems that improve workflow and enhance the overall environment.

EXPERIENCE

Office Manager
PACIFIC OPERATIONS MANAGER
TECHNOLOGY ADVISORS, SOUTH, TEX.

Client Relations

- Acted as primary contact for clients, responding to a high volume of calls, scheduling travel packages, and providing.
- Maintained daily contact with clients, ensuring satisfaction with services and marketing strategies, improve quality and generate additional business.

Sales

- Top sales producer for Pacific Ops, consistently exceeding sales revenue each year.
- Conducted competitive analysis and assessed market pricing strategies. Conducted with analysis and presented findings to marketing team, recommending improvements in service offerings.

Administration

- Coordinated complex logistics for thousands of international adventure travel packages, serving up to 12 wilderness adventure clients per trip.

2005-2007 Front Desk Manager
THE GARDEN OF EARTH, OAKLAND, CA

- Managed clients at the top and scheduled appointments for massages, facials, and manicures, pedicures, hair, and more.
- Generated new business through incentive programs, team meetings, and selling, and solicited from previous clients.
- Performed additional daily front desk operations, including office operations, payment processing, and consultation with health professionals.
- Supervised and trained the support staff, ensuring exceptional service, and delivered tasks to ensure efficiency and accuracy.
- Directed clients and all visitors at the top location to ensure proper levels for client safety and comfort.

EDUCATION & TRAINING

CHS, Central Valley High School, McKinley Institute, Oakland, CA, 2008
B.A., Theater Arts, San Francisco State University, San Francisco, CA, 2005

4

Functional Format

Resume Tip:

Use this format if you have no work experience and want to focus on your skills, honors, and extra-curricular

Jane A. Resume
321 Main Street, My City, NJ XXXXX (201) 555-1212

Retail/Consumer Services

Sophomore Your High School

Honors:

- Honor Roll
- Girl Scout Leader
- Class Treasurer

SKILLS / KNOWLEDGE

- Conversational Spanish
- Organizing Skills
- Capital Markets
- Word Processing (Word)
- Accounting / Mathematics
- Team Building
- Windows 8.1
- Spreadsheets (Excel)

ACHIEVEMENTS

- Elected to the position of Class Treasurer, giving me experience in the areas of applied mathematics and fundamental accounting.
- Volunteered to help raise money for the high school swim club, exceeding the school's funding goal of over \$10,000.
- Proficient in the use of personal computers at home to prepare homework assignments and the use of the internet for researching term papers.
- Member of the school's chess club and dance club. Named captain of the freshman swim team.
- Helped to reorganize entire book collection of the school's library. This required attention to detail, and helped me gain organizing skills.

6

Combination (Hybrid) Format

- Hybrid resumes combine the best elements of the other two resume formats into something that is practical yet customizable.
- With a hybrid resume format, you can highlight skills and accomplishments at the top while still using a chronological format to detail your work history and extra-curricular activities.

7

Quiz Time

Click the link below to take the quiz. Once finished, mark "done or turned in" in the Google Classroom assignment.

https://docs.google.com/forms/d/e/1FAIpQLSdfD_sX35wlvYvIaOYV4asFc_-uhrG1HGe8-8I9P_XWPDwYG6g/viewform?usp=sf_link

9

Combination
(Hybrid) Format

Work in
reverse-chronological
order, extra-curricular
and skills listed.

Student A. Brainiac	
123 Peachtree Road Anytown, Michigan 12345 123.456.7890 astudent@bna.edu	
OBJECTIVE	
To obtain the position of Work-Study at Career Services	
EDUCATION	
Anytown High School	Anytown, MI May 2011
WORK EXPERIENCE	
Subway	Anytown, MI Sommers 2009 & 2010
<ul style="list-style-type: none"> Prepared to specific customer order Maintained separate and neat desks Operated cash register, taking payments and making change 	
ABC Hardware	Anytown, MI Sommers 2007
<ul style="list-style-type: none"> Checked hardware shipments against packing slips Provided advice Shrunk accurate placement of product on shelves for display 	
The Daily Anytown Gazette	Anytown, MI 2008 - 2010
Paper Center	
EXTRA-CURRICULAR ATHLETIC PARTICIPATION	
Anytown High School Varsity Football Team 2007 - 2010 Varsity Track & Field Team 2008 - 2010 • Captain 2008 - 2010	
CO-CURRICULAR INVOLVEMENT & LEADERSHIP	
Anytown High School • NAC • Student Council • President 2010, Vice President 2009 • Young Stemmen of America Club • Prom Committee • Class Decoration Committee • Peer Chair, Pledge, Anytown High School Band • Member, Anytown High School Choir	
HONORS and AWARDS	
<ul style="list-style-type: none"> Graduated with High Honor Received Anytown Best Student Scholarship Engle Award 	
VOLUNTEER EXPERIENCE	
<ul style="list-style-type: none"> Bag Walker, Anytown Humane Society Sunday School Teacher, Grades 1-2, Anytown Church Home Builder, Habitat for Humanity, Anytown, MI Team Organizer, Anytown High School, Ready for Life 	

8

Grade 8 Bearcat Day 16 Careers

page 6 of 9

1. This resume is best if you don't have any work experience. *

1 point

- ☐ A. Combination
- ☐ B. Functional
- ☐ C. Chronological
- ☐ D. Both a & b

2. This resume list information from most recent to previous. *

1 point

- ☐ A. Combination
- ☐ B. Functional
- ☐ C. Chronological
- ☐ D. Both a & c

3. If your resume has detailed information about your education, extra-curricular, work experience and awards listed, which resume format might you use? *

1 point

- ☐ A. Combination
- ☐ B. Functional
- ☐ C. Neither a or b
- ☐ D. Both a & b

page 8 of 9

Grade 8 Bearcat Day 16 Careers

4. Which type of resume is shown?

Youremail@gmail.com		Phone
City, State		LinkedIn URL, Website

Motivated student (3.6/4.0) who demonstrates strong work ethic and creative ability. Seeking to apply my graphic design skills and artistic drive as a summer intern at your company. Will leverage proven experience as a competent designer to contribute to company goals and needs.

EDUCATION

Santa Monica High School, Santa Monica, CA
Senior

- GPA:** 3.6 / 4.0
- Relevant Coursework:** Intro to Graphic Design, AP Art, Yearbook, Computer Applications
- Honors:** Member of the National Honors Society and National Art Education Association
- Clubs:** Yearbook Club, Santa Monica Newspaper, Spanish club

MAJOR ACHIEVEMENTS

Yearbook Club
Yearbook Design Team Lead 2015 - Present

- Created a Yearbook logo designed to incorporate school mascot and colors; opted to use coated paper in 2016, which improved photo quality and increased profits by 5%.
- Arrange all club photos and pages to correspond to yearbook theme.
- Trained and supervised 2 sophomore students in graphic design.

Santa Monica Newspaper
Graphic Designer 2015 - Present

- Procured advertising for school paper, saving organization 25% in costs.
- Edited and curated photos used for school paper; increasing readership by 15%.
- Custom design page layouts to fit articles, photos, and advertisements into strict format.
- Contributed to school's online publication by designing page layouts to accommodate mobile screens.

ADDITIONAL SKILLS

- Proficient in Photoshop and Adobe Creative Suite
- Basic knowledge of HTML
- Basic knowledge of Adobe Dreamweaver
- Great photographer
- Keen eye for aesthetics with good understanding of image gradients
- Intermediate speaking level in Spanish

AWARDS, HONORS, AND HONORARY MENTIONS

- Nominated for Macmillan Prize for Illustration in 2016
- Submitted artwork to Ocean Awareness Student Art Contest 2016
- Came in 2nd place in the Applied Arts 2016 Student Awards for submitting graphic design work under the category of Advertising.

- ☐ A. Chronological
- ☐ B. Functional
- ☐ C. Combination

☐ D. Both b & c

Grade 8 Bearcat Day 16 Careers

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5. What resume format would be BEST for you right now? Why? *

1 point

Your answer

Submit

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