

BEARCAT DAY 17

TUESDAY, APRIL 14, 2020

GRADE 8
ANDERSON COUNTY SCHOOLS

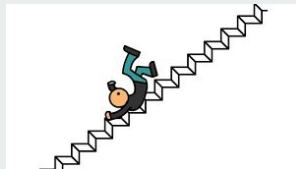


ANDERSON COUNTY MIDDLE SCHOOL

8TH GRADE BEARCAT DAY 17

| | |
|-------------------|---|
| LANGUAGE ARTS | SLIP OR TRIP: DID QUENNIE KILL ARTHUR Work through the Google Slides and answer the Multiple Choice and Short Answer questions . If you are not submitting work online through Google Forms and participating in the online ELA classes Mon.- Thurs. at 11am (with a Google Meets code posted in Google Classroom daily) then bring paper copies of work to AMS as soon as is convenient. |
| MATH | PYTHAGOREAN THEOREM Students will need to use the notes and examples on the note sheet to help them complete the practice problems on the homework sheet. The homework sheet will need to be returned to the school and turned in for a grade. |
| SCIENCE | Geologic Time Scale & Precambrian Time Reading & Questions Students will need to read the two readings and answer the questions . Questions may be submitted in google classroom or written on paper and returned to the school |
| SOCIAL STUDIES | ELECTION OF 1860 Read the notes about the Election of 1860 and answer the questions from the slides. |
| PE/HEALTH | ADDICTION Read through the transcript of the Addiction Video , then answer the questions on the Addiction Quiz . |
| CAREERS | CREATING MY RESUME Read through the notes and begin collecting your data for your resume. Write your answers to the questions on notebook paper. Take a picture and email it to Mrs. Beasley or turn it in with your written work. |

SLIP OR TRIP?



Did Queenie kill Arthur????



If you knew someone who broke the law, would you tell an authority figure?



Students, write your response!



Pear Deck Interactive Slide
Do not remove this bar

If you knew you could break the law without getting caught, would you do it?



Circle and star your choice.



Yes, if no one is ever going to know then why not?

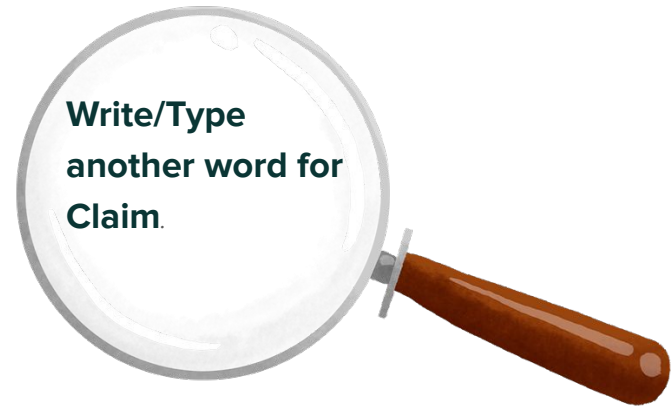
No, a guilty conscience would make life miserable. It isn't worth it!



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

Write/Type another word for Claim.



Students, write your response!

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Do not remove this bar



If you said anything like this put a **BIG COLORFUL** checkmark on the clipboard.

A claim

- is a thesis statement.
- is the point you make.



Students, write your response!

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Draw a **BIG** magnifying glass on the clipboard if you said anything like...

EVIDENCE is

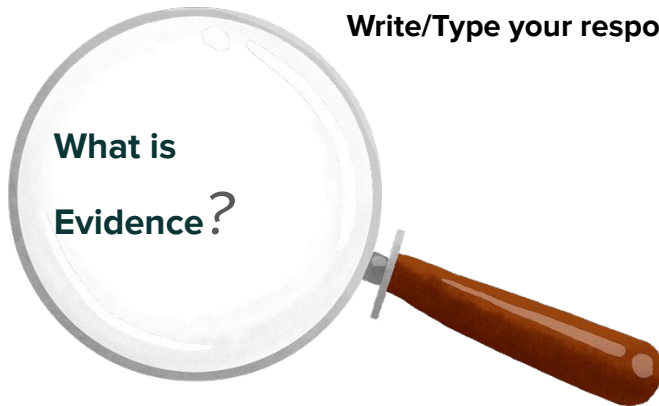
- Relevant
- Verifiable (proven)
- Data or Facts



Students, write your response!

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Write/Type your response here



What is
Evidence?



Students, write your response!

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Last one

Write/Type here:



Give a
synonym
for
reasons?



Students, write your response!

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Turn on your camera and do the water sprinkler dance if you said anything like...

Reason is why the evidence you identify supports your claim (common sense, rules, scientific principles, or proven definitions)

Too shy? Draw stick man dancing on the clipboard then.



Students, write your response!

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Continued from previous slide

The autopsy conducted later concluded that Arthur had died from a wound on the head and confirmed that he'd been drunk.



At five-feet-six and a hundred and ten pounds, Queenie was a sight to behold and to clasp. When she tore out of the house after a tiff with her husband, Arthur, she went to the country club where there was a party going on.

She left the club shortly before one in the morning and invited a few friends to follow her home and have one more drink. They got to the house about ten minutes after Queenie, who met them at the door and said, "Something terrible has happened. Arthur slipped and fell on the stairs. He was coming down for another drink-he still had the glass in his hand-and I think he's dead. Oh, my gosh-what shall I do?"

Looking for Claims and Evidence



Make a three column chart on scratch paper that you will need to complete the RACE Short Answer question today.

| Claim | Reason | Evidence |
|-------|--------|----------|
| | | |

Answer #2 in **REASON BOX**.
Question 2 Why do you think this ?

| Claim | Reason | Evidence |
|---|---|----------|
| Queenie is probably/ probably not responsible for Arthur falling down the stairs. | List all the evidence you can whether or not Queenie is telling the truth. Evidence includes concrete, observational information; personal testimony; written documents, and material objects and their condition and appearance. | |

On your scratch paper chart, answer #1 in **Claim box**.
Question 1- Do you think Queenie is telling the truth?

| Claim | Reason | Evidence |
|---|--------|----------|
| Queenie is probably/ probably not responsible for Arthur falling down the stairs. | | |

Answer #3 in **EVIDENCE BOX**.
Question 3 Explain how each piece of evidence supports your claim that Queenie is or isn't telling the truth ?

| Claim | Reason | Evidence |
|---|---|---|
| Queenie is probably/ probably not responsible for Arthur falling down the stairs. | List all the evidence you can whether or not Queenie is telling the truth. Evidence includes concrete, observational information; personal testimony; written documents, and material objects and their condition and appearance. | Each explanation will be a generally accepted rule. You might start out with, "as a rule..." What evidence did you find to support your reason? |

You might have something like this.

Claim—Queenie is probably/probably not responsible for Arthur falling down the stairs.

Evidence—Arthur still has a glass in his hand.

Reason—As a rule, when people fall down stairs, they drop what they are carrying to save themselves.

COUNTERCLAIM ACTIVITY

When we write a counterclaim, we want to acknowledge the other side's ~~POV~~, but tell them they are wrong without being a jerk about it.

Using the picture, the story and your chart, give one reason and one piece of evidence that supports the opposite side of your original claim.

Write a counterclaim paragraph. EX—While the evidence _____ may make it look like Queenie is guilty/not guilty, she is, in fact, guilty/not guilty. The reason I know this is because the evidence _____ shows _____. (Then explain the evidence.)

Complete today's short answer Google Form for Day 17 (or write on paper if you aren't doing NTI work online)

Using photo and story evidence, do you think Queenie is telling the truth?

Use your three column chart to RACE your answer and prove your claim.

Grade 8 Bearcat Day 17 ELA

p. 11 of 13

Grade 8 Bearcat Day 17 ELA

p. 12 of 13

17. Bearcat/NTI MC Day 17 4/14/20
Queenie

* Required

Email address *

Your email

Please type your precious first and last name. *

5 points

Your answer

1. A claim is... (choose ONLY two) *

5 points

- Thesis statement
- Point author makes
- Reasons
- Evidence

2. Choose what evidence is NOT. (choose TWO) *

5 points

- irrelevant
- relevant
- verifiable(can prove)
- facts
- something I make up to fit my purpose
- data

3. Choose what reasoning IS. (choose THREE) *

5 points

- common sense rules
- scientific principles
- proven definitions
- irrelevant facts
- opinions based on bias

4. A counterclaim serves what purpose? *

5 points

- Ignore the other side's point of view
- Acknowledge the other side's point of view
- Other:

Send me a copy of my responses.

Unit: Pythagorean Theorem
Student Handout 1

Name Answer Key

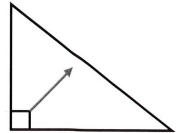
Date _____ Pd _____

*Note: I like to have students draw an arrow out from the right angle to point to c.

THE PYTHAGOREAN THEOREM

RIGHT TRIANGLES

- In a right triangle, the two sides adjacent to the right angle are known as the legs, or a and b.
- The side opposite from the right angle is called the hypotenuse, or c.
- The hypotenuse is always the longest side of a right triangle.

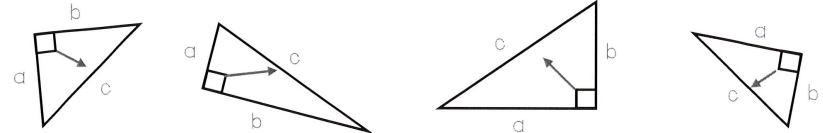


PYTHAGOREAN THEOREM

- The Pythagorean theorem tells us how the side lengths of right triangles are related.
- In any right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides. More simply stated, we can use the formula:

$$a^2 + b^2 = c^2$$

Label a, b and c on each of the right triangles below. *Note: Point out to students that a and b can be switched, but c must be opposite the right angle.



Use the Pythagorean theorem to find the missing side length in each right triangle. Round to the nearest tenth, if necessary.

| | | |
|---|--|--|
| <p>1.</p> <p>$c = 5 \text{ in.}$</p> | <p>2.</p> <p>$c = 25 \text{ cm.}$</p> | <p>3.</p> <p>$c = 13.9 \text{ ft.}$</p> |
|---|--|--|

17. Bearcat/NTI Day 17. 4/17/20 Short Answer

* Required

Email address *

Your email

Please type your precious first and last name. *

5 points

Your answer

1. Using photo and story evidence from today's Google Slides, do you think Queenie is telling the truth? Refer to your three column Claim Reason Evidence chart to RACE your answer and prove your claim. *

25 points

Your answer

Send me a copy of my responses.

Unit: Pythagorean Theorem
Homework 1

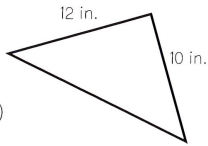
Name _____
Date _____ Pd _____

THE PYTHAGOREAN THEOREM

Use the Pythagorean theorem to help you solve the questions below. Show all work, and round answers to the nearest tenth when necessary.

1. Which equation would help you find the missing side length in the right triangle shown?

- A. $12^2 - 10^2 = c^2$
- B. $12^2 + b^2 = 10^2$
- C. $12(2) + 10(2) = c(2)$
- D. $12^2 + 10^2 = c^2$



2. Which of the following statements is not a true statement?

- A. The legs of a triangle are the sides adjacent to the right angle.
- B. The hypotenuse is directly across from the right angle.
- C. The Pythagorean theorem can only be used with right triangles.
- D. The hypotenuse is always the shortest side length.

In 3-8, find the missing side length of each right triangle.

| | | |
|------------------------|------------------------|------------------------|
| <p>3.</p> <p>_____</p> | <p>4.</p> <p>_____</p> | <p>5.</p> <p>_____</p> |
| <p>6.</p> <p>_____</p> | <p>7.</p> <p>_____</p> | <p>8.</p> <p>_____</p> |

Section 4

The Geologic Time Scale

Reading Preview

Key Concepts

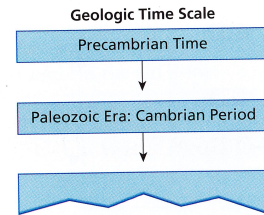
- Why is the geologic time scale used to show Earth's history?
- What are the different units of the geologic time scale?

Key Terms

- geologic time scale
- era
- period

Target Reading Skill

Sequencing As you read, make a flowchart like the one below that shows the eras and periods of geologic time. Write the name of each era and period in the flowchart in the order in which it occurs.



Lab zone Discover Activity

This Is Your Life!

1. Make a list of about 10 to 15 important events that you remember in your life.
2. On a sheet of paper, draw a timeline to represent your life. Use a scale of 3.0 cm to 1 year.
3. Write each event in the correct year along the timeline.
4. Now divide the timeline into parts that describe major periods in your life, such as preschool years, elementary school years, and middle school years.

Think It Over

Making Models Along which part of your timeline are most of the events located? Which period of your life does this part of the timeline represent? Why do you think this is so?

Imagine squeezing Earth's 4.6-billion-year history into a 24-hour day. Earth forms at midnight. About seven hours later, the earliest one-celled organisms appear. Over the next 14 hours, simple, soft-bodied organisms such as jellyfish and worms develop. A little after 9:00 P.M.—21 hours later—larger, more complex organisms evolve in the oceans. Reptiles and insects first appear about an hour after that. Dinosaurs arrive just before 11:00 P.M., but are extinct by 11:30 P.M. Modern humans don't appear until less than a second before midnight!

The Geologic Time Scale

Months, years, or even centuries aren't very helpful for thinking about Earth's long history. **Because the time span of Earth's past is so great, geologists use the geologic time scale to show Earth's history.** The **geologic time scale** is a record of the life forms and geologic events in Earth's history. You can see this time scale in Figure 14.

Scientists first developed the geologic time scale by studying rock layers and index fossils worldwide. With this information, scientists placed Earth's rocks in order by relative age. Later, radioactive dating helped determine the absolute age of the divisions in the geologic time scale.

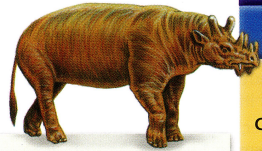
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FIGURE 14

The Geologic Time Scale

The eras and periods of the geologic time scale are used to date the events in Earth's long history.

Interpreting Diagrams How long ago did the Paleozoic Era end?

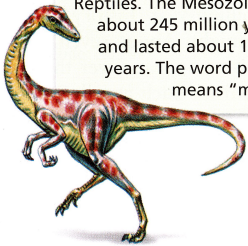


Cenozoic Era

The Cenozoic (sen uh zoh ik) began about 66 million years ago and continues to the present. The word part *ceno-* means "recent," and *-zoic* means "life." Mammals became common during this time.

Mesozoic Era

People often call the Mesozoic (mez uh zoh ik) the Age of Reptiles. The Mesozoic began about 245 million years ago and lasted about 180 million years. The word part *meso-* means "middle."



Paleozoic Era

The Paleozoic (pay lee uh zoh ik) began about 544 million years ago and lasted for 300 million years. The word part *paleo-* means "ancient or early."

| Geologic Time Scale | | | |
|---------------------|---------------|-----------------------|---|
| Era | Period | Millions of Years Ago | Duration (millions of years) |
| Cenozoic | Quaternary | 1.8 | 1.8 to present |
| | Tertiary | | 65 |
| Mesozoic | Cretaceous | 66.4 | |
| | Jurassic | 144 | |
| | Triassic | 208 | |
| Paleozoic | Permian | 245 | |
| | Carboniferous | 286 | |
| | Devonian | 360 | |
| | Silurian | 408 | |
| | Ordovician | 438 | |
| | Cambrian | 505 | |
| Precambrian | | 544 | 544 million years ago– 4.6 billion years ago |

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Divisions of Geologic Time

As geologists studied the fossil record, they found major changes in life forms at certain times. They used these changes to mark where one unit of geologic time ends and the next begins. Therefore the divisions of the geologic time scale depend on events in the history of life on Earth.

When speaking of the past, what names do you use for different spans of time? You probably use names such as century, decade, year, month, week, and day. Scientists use similar divisions for the geologic time scale.

Geologic time begins with a long span of time called Precambrian Time (pree KAM bree un). Precambrian Time, which covers about 88 percent of Earth's history, ended 544 million years ago. **After Precambrian Time, the basic units of the geologic time scale are eras and periods.** Geologists divide the time between Precambrian Time and the present into three long units of time called **eras**. They are the Paleozoic Era, the Mesozoic Era, and the Cenozoic Era.

Eras are subdivided into units of geologic time called **periods**. You can see in Figure 14 that the Mesozoic Era includes three periods: the Triassic Period, the Jurassic Period, and the Cretaceous Period.

The names of many of the geologic periods come from places around the world where geologists first described the rocks and fossils of that period. For example, the name Cambrian refers to Cambria, the old Roman name for Wales.



Reading Checkpoint To what era does the Jurassic Period belong?

FIGURE 15

Fossil of the Quaternary Period
This saber-toothed cat lived during the Quaternary Period.



Go Online
PHSchool.com

For: More on the geologic time scale
Visit: PHSchool.com
Web Code: cfd-2044

Section 4 Assessment

Target Reading Skill Sequencing Refer to your flowchart about the geologic time scale as you answer Question 2.

c. Sequencing Place the following in the correct order from earliest to latest: Tertiary, Jurassic, Quaternary, Triassic, Cretaceous.

Reviewing Key Concepts

- Defining** What is the geologic time scale?
 - Explaining** What information did geologists use in developing the geologic time scale?
- Listing** What are the basic units into which the geologic time scale is divided?
 - Interpreting Diagrams** Study Figure 14. Which major division of geologic time was the longest? When did it begin? When did it end?

Writing in Science

An Address in Time Pick one of the periods in the geologic time scale. Write a paragraph that describes, as completely as you can, that period's place in geologic time relative to the other periods and eras.

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PRECAMBRIAN TIME: 4.5 Billion--542 million years ago

PRECAMBRIAN TIME COVERS the vast bulk of the Earth's history, starting with the planet's creation about 4.5 billion years ago and ending with the emergence of complex, multicelled life-forms almost four billion years later.

What Was Happening on Earth at This Time The Precambrian is the earliest of the **geologic ages**, which are marked by different layers of **sedimentary rock**. Laid down over millions of years, these rock layers contain a permanent record of the Earth's past, including the fossilized remains of plants and animals buried when the sediments were formed.

The Earth was already more than 600 million years old when life began. The planet had cooled down from its original molten state, developing a solid crust and oceans created from water vapor in the atmosphere. Many scientists think these primordial seas gave rise to life, with hot, mineral-rich volcanic vents acting as catalysts for chemical reactions across the surface of tiny water bubbles, which led to the first cell membranes. Other bubbles are thought to have formed self-replicating substances by attracting chemicals from around them. Over time the two combined to produce energy-using, living cells.

The earliest living organisms were microscopic bacteria, which show up in the fossil record as early as 3.4 billion years ago. As their numbers multiplied and supplies of their chemical fuel were eaten up, bacteria sought out an alternative energy source. New varieties began to harness the power of the sun through a biochemical process known as photosynthesis—a move that would ultimately lead to simple plants and which opened the planet up to animal life.

Some three billion years ago, the Earth's atmosphere was virtually devoid of oxygen. At about 2.4 billion years ago, oxygen was released from the seas as a byproduct of photosynthesis by cyanobacteria. Levels of the gas gradually climbed, reaching about one percent around two billion years ago. About 800 million years ago, oxygen levels reached about 21 percent and began to breathe life into more complex organisms. The oxygen-rich ozone layer was also established, shielding the Earth's surface from harmful solar radiation.

Unfamiliar Life-Forms The first multicelled animals appeared in the fossil record almost 600 million years ago. Known as the **Ediacarans**, these bizarre creatures bore little resemblance to modern life-forms. They grew on the seabed and lacked any obvious heads, mouths, or digestive organs. Fossils of the largest known among them, *Dickinsonia*, resemble a ribbed doormat. What happened to the mysterious Ediacarans isn't clear. They could be the ancestors of later animals, or they may have been completely erased by extinction.

The earliest multicelled animals that survived the Precambrian fall into three main categories. The simplest of these soft-bodied creatures were sponges. Lacking organs or a nervous system, they lived by drawing water through their bodies and filtering out food particles. The **cnidarians**, which included sea anemones, corals, and jellyfish, had sac-like bodies and a simple digestive system with a mouth but no anus. They caught food using tentacles armed with microscopic stinging cells. The third group, the **annelids**, or segmented flatworms, had fluid-filled body cavities and breathed through their skins.

It's thought the final stages of Precambrian time were marked by a prolonged global ice age. This may have led to widespread extinctions, mirroring the bleak endings to the geologic periods that followed.

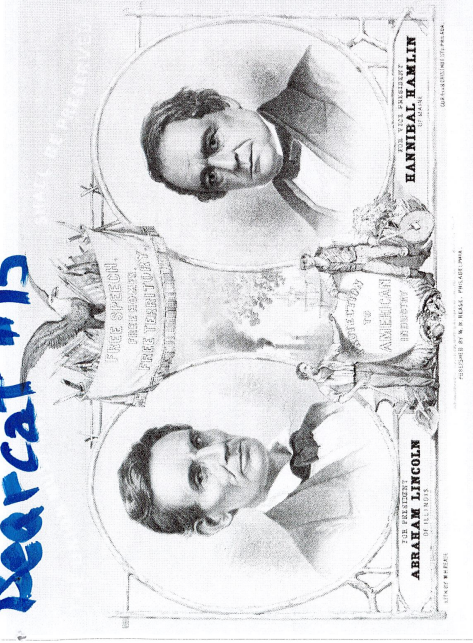
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Bearcat Day 17: GTS - Intro and PreCambrian Questions

After reading The Geologic Time Scale passage & the PreCambrian Time passage, please answer the following questions.

Word Bank: Eras PreCambrian Periods Geologic Time Scale

- _____ Term for the record of the life forms & the geologic events in Earth's history
- _____ Covers 88% of Earth's History & ended 544 million years ago
- _____ The Paleozoic, Mesozoic, and Cenozoic is divided into _____.
- _____ Eras are subdivided into units of geologic time called _____.
- The geologic time scale was created by scientists after studying _____ & _____ fossils found around the world.
- The divisions of the geologic time scale depend on _____ in the history of life on Earth.
- Cenozoic means _____.
- Mesozoic means _____.
- Paleozoic means _____.
- During the PreCambrian, the oceans were created from _____.
- Science believes life began _____ (in the oceans **or** on land)
- Science believes the earliest life forms were _____.
- Where does science believe the oxygen on earth came from?
- Before the PreCambrian ended, science believes 3 main groups of creatures lived before there were extinctions, they were:

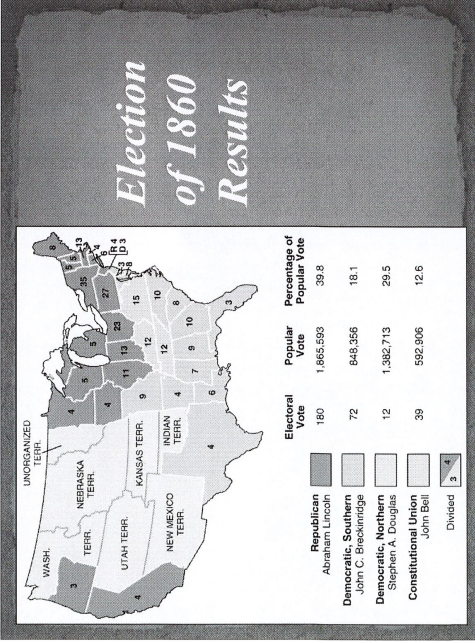


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Election of 1860:

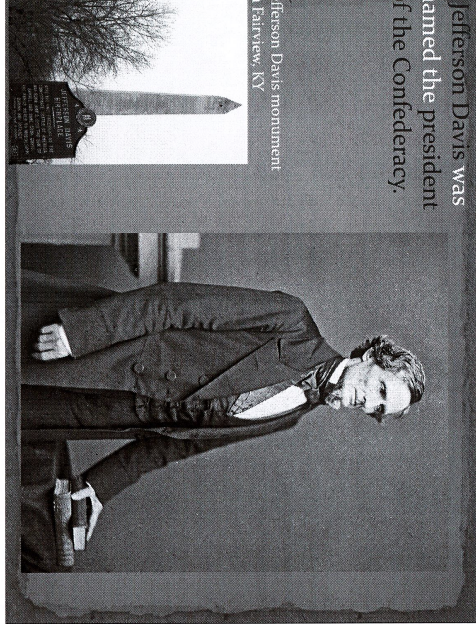
| | |
|---|---|
| Abraham Lincoln Republican | John Breckinridge Southern Democrat |
| Stephen Douglas Northern Democrat | John Bell Constitutional Union |

* Lincoln won the election.

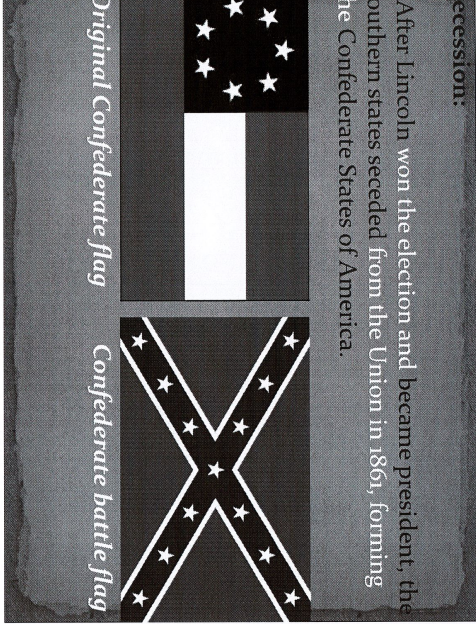
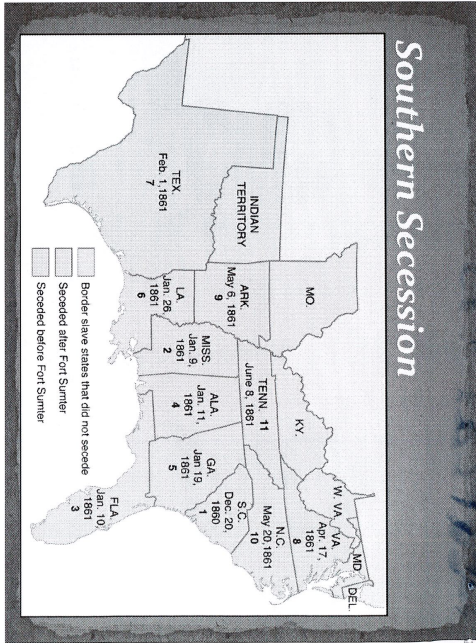


Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union, December 24, 1860

- ...the Government itself has been made destructive of (its goals) by the action of the non-slaveholding States;
- ...they have denounced as sinful the institution of slavery;
- ...the election of a man to the high office of President of the United States, whose opinions and purposes are hostile to slavery;
- ...he has declared that that "Government cannot endure permanently half slave, half free"
- "(The Government) has announced...that a war must be waged against slavery until it shall cease throughout the United States."
- "The slaveholding States...will no longer have the power of self-government or self-protection, and the Federal Government will have become their enemy."



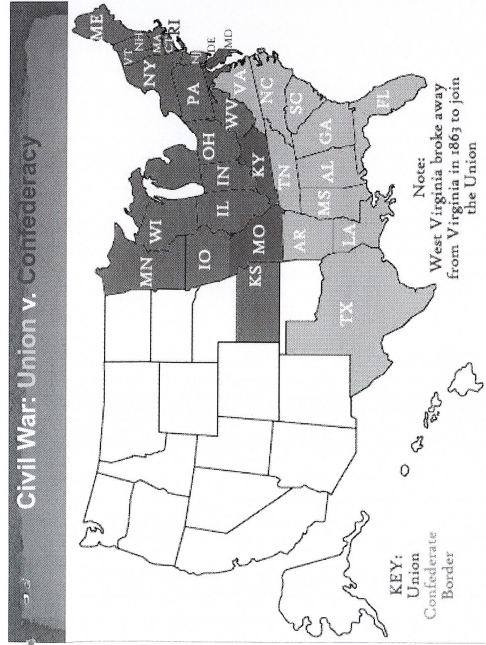
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Bearcat day 15 A
Answer in Complete Sentences

1. Who were the main candidates AND results of the election of 1860.
2. Why did South Carolina secede? (2 reasons)
3. List the states of the Union and Confederacy separately.
4. Name the two presidents at the time.



Grade 8 Bearcat Day 17 Health

ADDICTION MOVIE TRANSCRIPT

Text reads: *The Mysteries of Life with Tim and Moby*

A school bell rings, and a boy, Tim, leaves the school building. A robot, Moby, is outside waiting for him. The two start to walk home when they spot two students smoking cigarettes behind the school building.

MOBY: Beep.

TIM: I don't know. They think it's cool or something?

Tim reads from a typed letter.

TIM: Dear Tim and Moby, What is addiction? From, kJay.

TIM: An addiction is defined as the inability to stop a behavior no matter how harmful or dangerous it may be. The behavior can be anything from risk-taking to playing video games, but addiction usually refers to a dependence on drugs or alcohol.

Images show a skateboard, video game controller, marijuana leaf with a syringe, and alcohol.

MOBY: Beep.

TIM: A drug is really any substance that affects the functions of your body.

An illustration shows the inside of a human body, including the brain, heart, and circulatory system.

TIM: Prescription drugs are used by doctors to help fight diseases and relieve pain.

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An image shows number of capsules.

TIM: Even those can be abused, but there are drugs that are made to be abused. You've heard about these: marijuana or pot, cocaine, heroin, crack, ecstasy, and so on.

A series of images shows the illegal drugs Tim names. The word, Dangerous, appears in large print over the images.

TIM: Like prescription drugs, these drugs change the way your body operates. The results can be unpredictable, dangerous, and addictive.

An image shows a spiral pattern within the outline of a body, indicating the body isn't working correctly.

TIM: If a drug is physically addictive, it means two things. First of all, people who keep using that drug will need more and more of it to get the same effect. This is called building tolerance.

Images of cigarettes appear and rapidly pile up.

TIM: And second, suddenly stopping the drug will lead to unpleasant withdrawal symptoms.

MOBY: Beep.

TIM: Well, in less dangerous drugs like caffeine, those symptoms might just be headaches, irritability, and trouble sleeping.

An image shows a cup of coffee. Smaller images show a woman with a headache, an angry man, and a man lying awake in bed.

TIM: But in harder drugs, like opiates, withdrawal can lead to serious fevers, muscle spasms, vomiting, and in severe cases, even death.

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An image shows a bottle an open bottle of pills and a syringe. Smaller images illustrate the withdrawal symptoms that Tim describes.

TIM: Most drugs that are physically addictive are psychologically addictive, too. That means they're hard to quit because they make their user feel good. Even if someone is only psychologically addicted to a drug, it can be just as hard for them to stop using it. Any drug addiction can really mess with your life.

An image shows a profile in silhouette. The person swallows a drink and the brain becomes visible. Small lights flash at different spots within the brain.

MOBY: Beep.

TIM: Well, any time you take a drug just for fun, it's called substance abuse. Substance abuse becomes addiction when you take the drug not because you want to, but because you need it. Addicts feel they have no choice in abusing a drug. They'll often lie or steal to get it.

An image shows a man looking longingly at a bottle of prescription pills.

TIM: Their whole lives can end up revolving around getting high.

Images show a young person smoking pot in his bedroom at four different times during the day.

TIM: And besides all the health risks you take from abusing drugs, they mess up other parts of your life, too. Addicts can have trouble thinking clearly and making good decisions, and that affects their performance in school, sports, relationships, and just about everything they do.

An image shows the same young person sitting alone in his room and staring sadly.

MOBY: Beep.

Grade 8 Bearcat Day 17 Health

TIM: Fortunately, there are warning signs you can look for if you suspect someone you care about is addicted to drugs or alcohol. These include mood swings, withdrawal from family and friends, changes in weight, trouble with schoolwork, and loss of interest in hobbies or other activities.

Images show a happy and sad face, the silhouettes of a man and woman, a scale, a stack of books, a soccer ball and guitar.

TIM: If you, a friend, or a family member have a substance abuse problem, you should definitely talk about it with an adult you trust.

An animation shows a student talking to two teachers.

MOBY: Beep.

TIM: Me? What do you mean?

MOBY: Beep.

TIM: My comic book collection? That's not an addiction.

He holds a pile of comic books tightly to his chest.

TIM: I can stop whenever I want.

Grade 8 Bearcat Day 17 Careers

Resume

Putting it all together

1

Let's start writing your resume

- Let's begin planning your resume.

(Name) _____

(Address) _____

(Contact Info) _____

(Contact email - optional) _____

2

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Education

(School name, city, state)

(optional info)

(GPA) _____ * use your first three terms to calculate your current GPA. Remember: convert grades to numbers (A=4, B=3, C=2, D=1, F=0) add all grades and divide by how many numbers you added.

(Expected graduation date) _____

3

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Extra-curricular (if you participate in anything outside of class like clubs, sports, church, etc., list it here)

(Activity) _____
(How long have you participated) _____

(Activity) _____
(How long have you participated) _____

(Activity) _____
(How long have you participated) _____

(Activity) _____
(How long have you participated) _____

5

Work Experience (if you have any list it here, paid or unpaid)

(Job title) _____

(How long you've worked this job) _____

(Job duties) _____

(Job title) _____

(How long you've worked this job) _____

(Job duties) _____

*if you have more, then list on a separate sheet of paper)

4

Honors/ Awards (if you've won/earned recognition for anything, list it here)

(Honor/Award) _____
(you can list how many times you've won this if it's been multiple times)

(Honor/Award) _____

(Honor/Award) _____

(Honor/Award) _____

(Honor/Award) _____

(Honor/Award) _____

6

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Skills/ Strengths (all the things you're GOOD at that would be good for a job) *See list at the end of the presentation for assistance.

-
-
-
-
-
-
-
-
-
-

7

References (list your 3 references here)

- 1.(Name)_____
- (Relationship to you)_____
- (Contact information)_____
- 2.(Name)_____
- (Relationship to you)_____
- (Contact information)_____
- 3.(Name)_____
- (Relationship to you)_____
- (Contact information)_____

9

Hobbies

Only add this as a LAST resort if you don't have anything listed other than Education. Consider getting more involved to help plump up your resume for later. Right now it's ok if your resume is slim - you're only in 8th grade.

**Also, the information on your resume is similar to what is on job applications and scholarship applications.

List hobbies below:

8

Quiz Time

Open the document included in the assignment and type the information required for each slide. Make sure to add the category headings so I know where your information goes.

Private comment me if you are unsure of what to do.

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