

Webster County Schools

95 CLARK AVENUE – EUPORA, MS 39744

Office of Curriculum

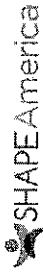
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HS Electives

Packet 3

May 4, 2020



health.moves.minds.

April 2020

Secondary Mind & Body Calendar

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

National Health Observances

- National Autism Awareness Month
- National Minority Health Month
- National Distracted Driving Awareness Month
- Stress Awareness Month
- April 7: World Health Day

5 Mindful Snack
When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?

6 Balance
Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides.

7 World Health Day
Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.

12 Fish Pose
Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds



13 Card Fitness
Take a deck of cards, flip the top card. Complete exercises based on the suit & number on the card. Face cards are worth 15. Spades- jumping jacks, Clubs- squats, Hearts- mountain climbers, Diamonds- Your choice

19 Garland Pose
Practice your balance with this pose!



21 Commercial Break
Can you hold a plank for an entire TV commercial break?

20 Tabata
Tuck Jumps
20 seconds of work
10 seconds of rest
8 rounds

26
Put your favorite song on and make up a dance or fitness routine!

27 Paper Plate Planks
In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest

1
Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind.



2 Star Jumps
Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.

3 Crane Pose
Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows.



4 4 Walls
Face each wall in a room and do a different exercise for 30 seconds
-side shuffle
-grapevine to left then right
-wide stance punches
-vertical jumps

8 10 Jump Lunges
Complete a right leg lunge, while in the down position jump up landing in a lunge position on the left leg.

9 Tabata
Jump squats
20 seconds of work
10 seconds of rest
8 rounds

10 Before Bed Breathing
While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.

11 Dribble Challenge
Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?

15 Mindful Senses
What do you notice around you? Find:
5 things you see
4 things you feel
3 things you hear
2 things smell
1 thing you taste

16 Jump rope to music!
Can you jump to an entire song without stopping?

17 How Fast Can You Go?
Pick a distance and see how fast you can run the distance.

18 Slide, Slide, Sprint
Slide to your left for 10 steps, slide to right for 10 steps then face forward and sprint for 10 seconds.

22 Nighttime Note
Empty your mind before you go to bed by writing a note about what you're thinking and leave it for tomorrow.

23 Chair Pose
Hold for 30 seconds, relax then repeat.



24 Positive Talk
Be sure to talk to yourself today like you would talk to someone you love.

25 Jump, Jump
Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.

29 A Gratitude Attitude
Write down something you're thankful for and why.

30
Try Savasana again. Use this to relax and wind down all year!



SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!

Yoga photos from www.forteyoga.com

Visual Arts Assignment

“Life in Quarantine”

This assignment is a video for you will make showing life in quarantine. Use your creativity and imagination! You can do it as a daily video journal, do interviews with others about the quarantine, show what your life look likes since the shut down.

Be sure to edit the video and piece together. Do not just have on continuous video take. You can play music in the background.

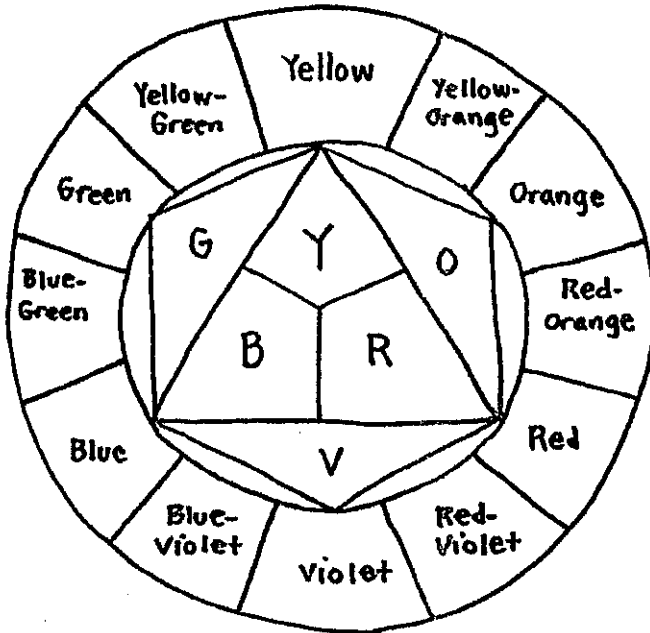
This project is fun and something for you to keep to remember this time in history!

Miss you all and hope to see you soon.

Use as a worksheet. Color & fill in empty areas. Use colored page for help if needed.

COLOR THEORY

Color is an element of art.



Everytime I use color, I am creating a color scheme.

← This is a color wheel.

The most common color schemes are listed below.

Primary... [] [] [] { I can make all the other colors by mixing different amounts of primary colors }

Secondary... [] [] [] { I can mix two primary colors to make a secondary color. }

Warm... [] [] [] [] [] [] { Yellow and all the colors with red and orange tones are warm. }

Cool... [] [] [] [] [] [] { Violet and all the colors with blue and green tones are cool. }

Complementary... [] [] , [] [] , [] [] , [] [] , [] [] , [] [] , etc
 { Opposites on the color wheel are complementary. }

Analogous... [] [] [] , [] [] [] , [] [] [] [] , [] [] [] [] , and so on.
 { Colors that are close neighbors on the color wheel are analogous. }

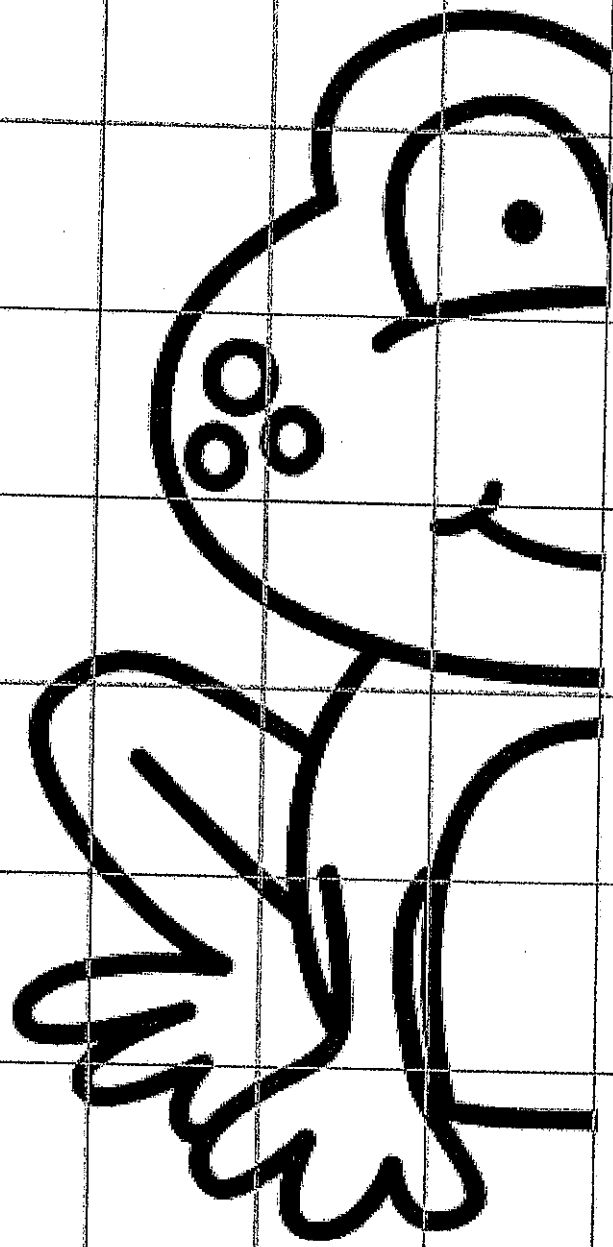
Rainbow... [] [] [] [] [] [] [] [] [] [] [] [] { Using primary and secondary colors placed in order from the color wheel, I can make a rainbow }

Intermediate... is a color term I need to know. It is the color in between the primary and secondary colors on the color wheel.

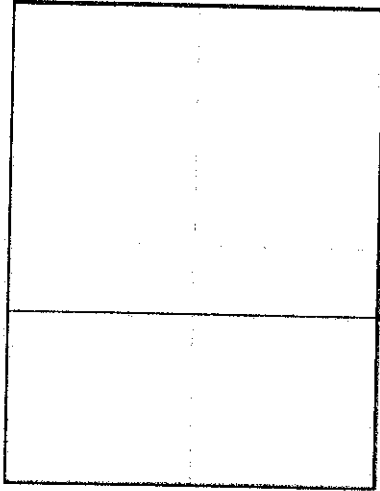
Name _____

Symmetry

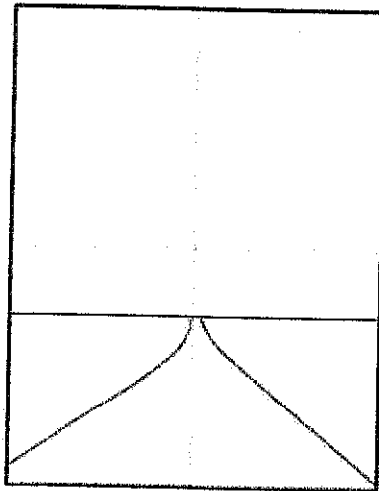
Directions: Use the grid lines to help you mirror the image of the frog.



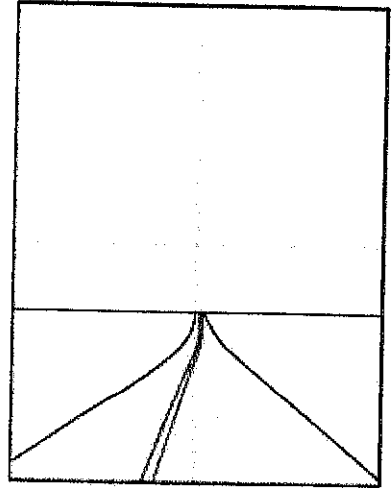
Draw a Vanishing Point Road



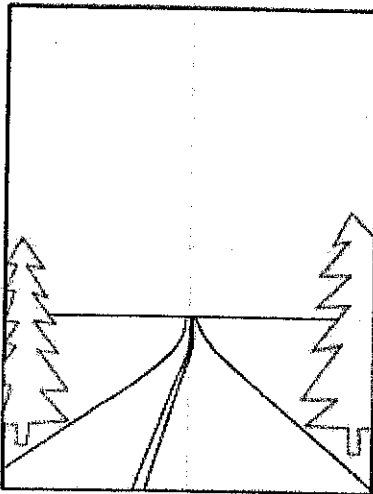
1. Make guide lines. Draw horizon.



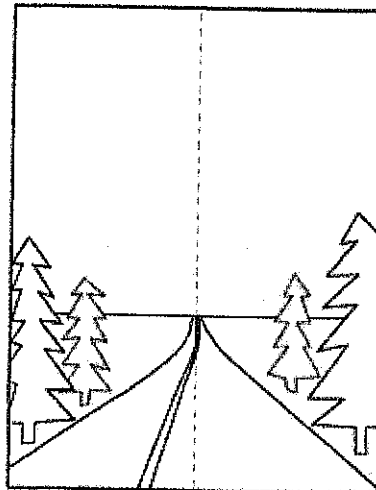
2. Draw the road.



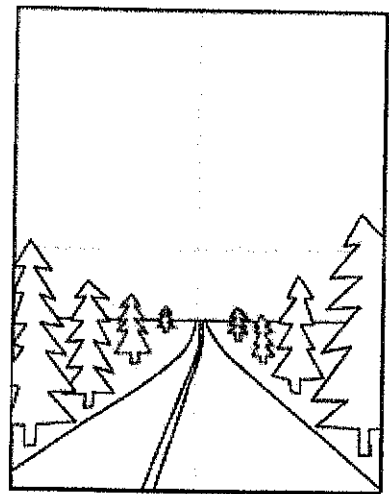
3. Add the center road line.



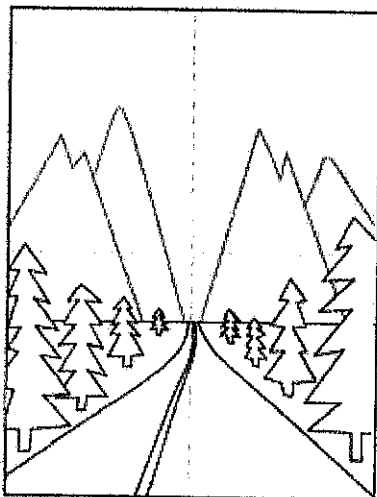
4. Draw two large trees.



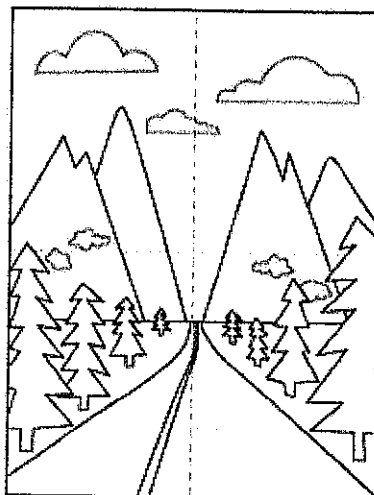
5. Draw two smaller trees.



6. Add four smaller trees.



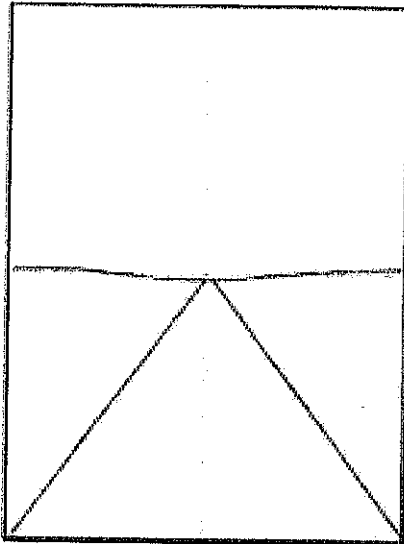
7. Draw the mountains.



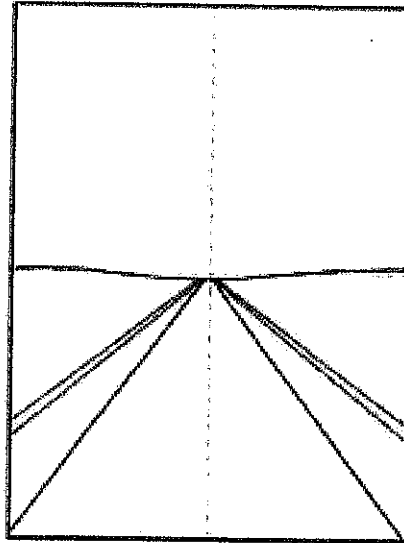
8. Add clouds.



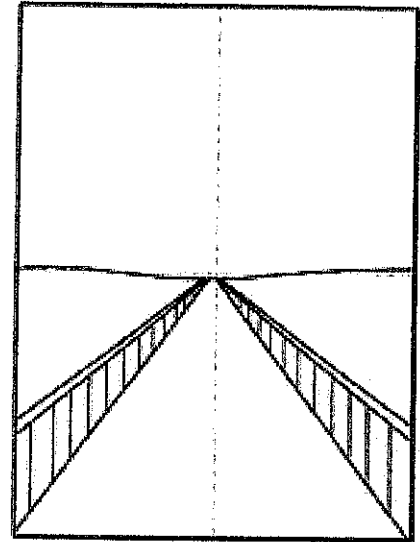
9. Trace with marker and color.



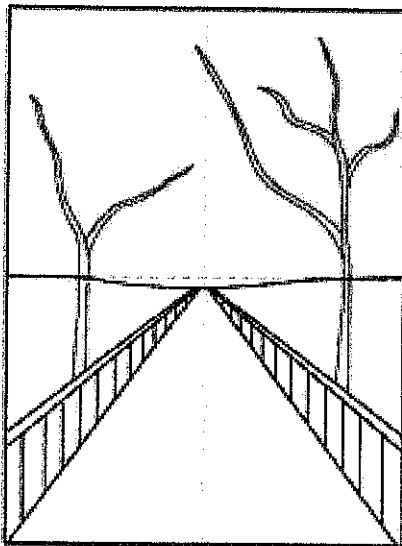
1. Draw the horizon line. Use a ruler to draw the boardwalk lines.



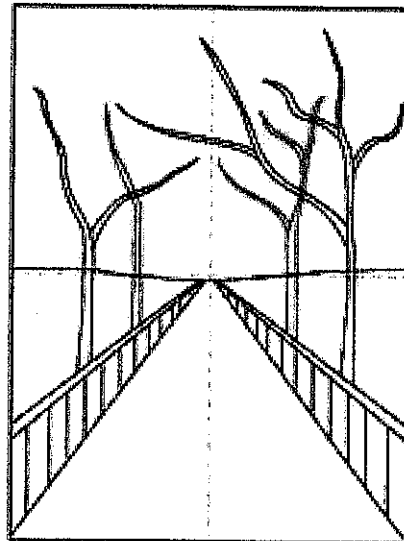
2. Use a ruler again to add more lines for the hand rails.



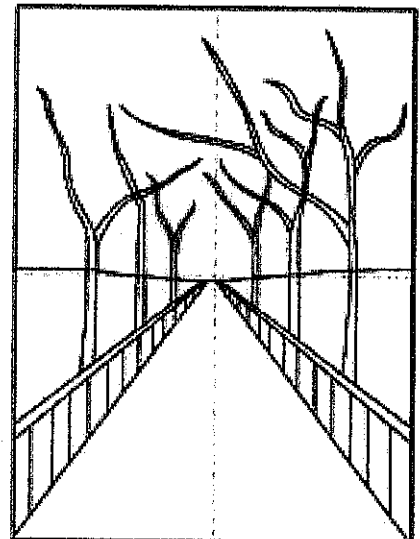
3. Draw vertical lines on the sides.



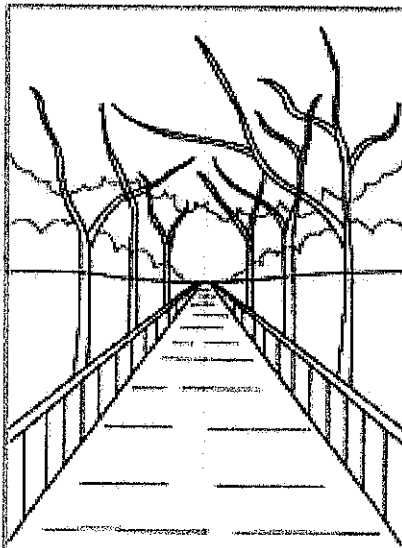
4. Draw two large tall trees with skinny wavy branches.



5. Draw two medium trees. It's fine if the branches overlap.



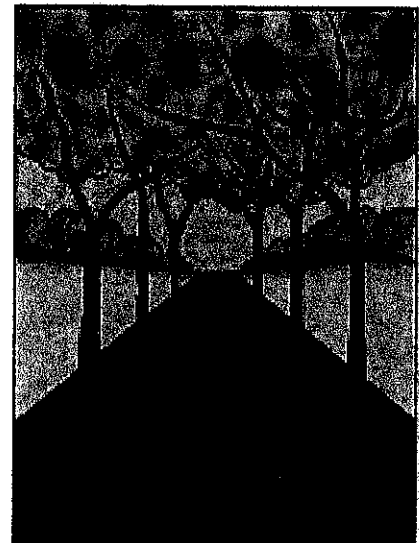
6. Draw two smaller trees, making sure they are the shortest.



7. Add wavy lines for the trees and distant shrubs. Add board lines.



8. Trace with permanent black marker. Color random red splotches.



9. Fill the trees with orange. Make shadows with another layer of marker.

② Top 150 Questions & Answers

1. You should signal to turn _____ before beginning a turn.

› **100 feet**

When you wish to change lanes or make a turn, signal to inform other motorists of your intentions. Signals are to be activated at least 100 feet before you begin a turn. When using a mechanical turn signal, continue signaling until you have completed the turn or lane change.

2. When making a left turn, you should not:

› **Cut the corner.**

When turning left, activate your turn signal and begin to slow down at least 100 feet before making the turn. Be careful not to cut the corner short, as doing so may interfere with other vehicles.

3. Bicycles on the road:

› **Are considered vehicles with the same rights and responsibilities as motor vehicles.**

Bicycles on the road are considered vehicles and have the same rights and responsibilities as motor vehicles. Drivers of motor vehicles should respect the rights of bicyclists.

4. When driving on a narrow and winding road, drivers should:

› **Decrease their speed.**

Drivers should decrease their speed under treacherous driving conditions. Posted speed limits are intended only for the most ideal conditions.

5. Unless otherwise posted, the maximum speed limit on a rural interstate is:

› **70 mph.**

When driving on a rural interstate, the speed limit is 70 miles per hour. If a different speed limit is posted, follow the posted speed limit.

6. Unless otherwise posted, the maximum speed limit on a state road is:

› **55 mph.**

When driving on state roads, the speed limit is 55 miles per hour. If a different speed limit is posted, follow the posted speed limit.

7. Unless otherwise posted, the maximum speed limit in a school zone is:

› **15 mph.**

The speed limit in a school zone is 15 mph. Drive with extra caution when driving where children or other pedestrians may be present.

8. You may pass on the right shoulder of the road:

› **Under no circumstances.**

If you pass another vehicle on its right, do so only when conditions permit you to do so safely. Under no circumstances are you allowed to drive off the pavement or onto the shoulder to complete a pass.

9. Your following distance should be _____ for every ten miles per hour of your driving speed.

› **One car length**

When driving behind another vehicle, allow at least one car length of space in front of your vehicle for every ten miles per hour of your driving speed. As your driving speed increases, your stopping distance also increases. Allowing space in front of your vehicle will help you to safely stop or maneuver if you encounter an unexpected hazard.

10. Where should drivers use their high beam headlights?

› **On open country roads**

Use high beam headlights only when driving in the open country where other cars are not nearby. When driving at night, your driving speed should be slower than it would be if you were driving during the day.

11. Drivers should switch to their low beam headlights when within _____ of another driver.

› **500 feet**

You are required by law to use your low beams when you are within 500 feet of an oncoming vehicle or when you are following within 500 feet of another vehicle. High beam headlights can blind nearby drivers, making driving conditions unsafe.

12. Mississippi law requires headlights to be used:

› **Between sunset and sunrise.**

Mississippi law requires that your headlights be on between sunset and sunrise. You are required by law to use low headlight beams when approaching within 500 feet of, or when following within 500 feet of, another vehicle.

13. Handicap parking spaces are available:

› **Only to drivers with the appropriate license plate or hanging tag.**

Marked handicap parking spaces should be used only by persons with disabilities as defined under state law. In order to park in a handicap parking space, you must have either the appropriate license plate with the international symbol or the designated hanging tag.

14. It is illegal for a person 21 years of age or older to drive with a minimum blood alcohol concentration (BAC) of:

› **0.08 percent.**

For drivers age 21 or older, it is illegal to operate a motor vehicle with a blood alcohol concentration (BAC) of 0.08 percent or higher. Driving while under the influence of alcohol is not only illegal, but dangerous.

15. Tailgating other drivers (driving too closely to their rear bumper):

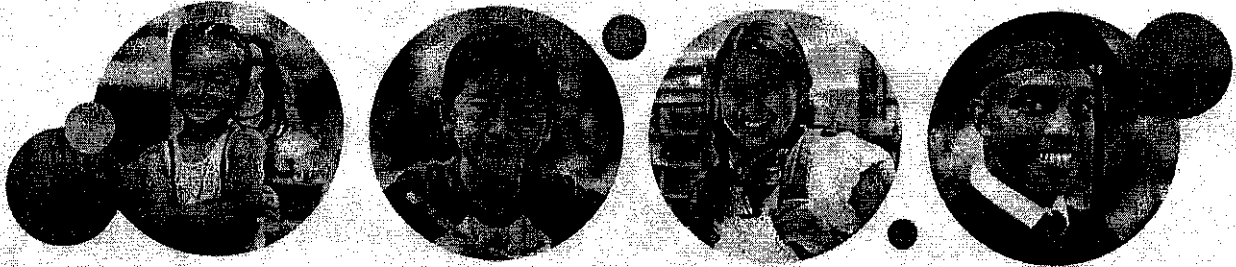
› **Can frustrate other drivers and make them angry.**

Tailgating is a common behavior that can lead to aggressive driving, and so it should be avoided. Drivers may face legal consequences for driving unsafely.

From Your Librarian... Get Counted !!

They grow up so fast.

Now's your chance to shape their future.



A kindergartener counted in the 2020 Census this spring will be starting high school when the next census comes around in 2030: That's 10 years of school supplies, teachers, school lunches, and so much more. This is your opportunity to help ensure they have a bright future.

Right now, students across the country are getting an introduction to the 2020 Census through the Statistics in Schools program. This program offers free activities and resources to schools to help prepare their students for an increasingly data-driven world.

Students are learning that the 2020 Census is a count of every person who lives in the United States and its territories. Responding to the census helps your community get its fair share of funding. Census data guides how more than \$675 billion in federal funding is distributed to states and communities each year for schools, health care facilities, roads, transportation, recreation centers, social services, and more.

You have the power to shape your future, and the future of all children, by counting everyone in your home in the 2020 Census.

Learn more about how you can shape your future at 2020CENSUS.GOV.

Get more information about the Statistics in Schools program at CENSUS.GOV/SCHOOLS.

Students are also learning these key things about the 2020 Census—and we want you to know them too:

- Starting in March 2020, everyone living in your home needs to be counted. That includes children and newborn babies, citizens and noncitizens, relatives and nonrelatives, and even those staying with you temporarily.
- It's easier than ever to respond to the census. You can respond in 13 different languages, and you can complete it online, by phone, or by mail.
- Your responses to the census are safe and secure. The law requires the U.S. Census Bureau to keep your information confidential, and your responses cannot be used against you in any way.



Shape
your future
START HERE >

United States
Census
2020

**2020 CENSUS
STUDENT
ACTIVITY**

From your Librarian ☺

Name _____

**Featured Activity:
How the Census Impacts
My Community**

Read Article 1, Section 2 of the Constitution with your class.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct.

1. What was the purpose of the census, as written into the Constitution?

2. Complete the following table, using data from *American FactFinder* (https://factfinder.census.gov/bkmk/table/1.0/en/ACS/17_1YR/B14007).

Number of People In the U.S. 3 Years or Older	Number of People in My State 3 Years or Older	Number of High School Students in the U.S.	Number of High School Students in My State	High School Students in the U.S. (% of total population 3 years or older)	High School Students in My State (% of total population 3 years or older)
314,060,763					

Check out some Mississippi facts



Classrooms Powered by Census Data



Section 14-1

Summary**Your Teeth and Gums** (pp. 342–346)**Objectives**

- List the functions of teeth and gums.
- Identify two structural problems of the teeth and mouth.
- Describe ways to prevent teeth and gum problems.

Healthy teeth allow you to chew your food properly and speak clearly. You have four types of teeth: incisors, canines, premolars, and molars. The basic parts of a tooth are the crown, the neck, and the root. Each tooth is made of three kinds of bonelike material. **Enamel**, the hardest material in your body, covers a tooth's crown. **Cementum** covers a tooth's root and helps anchor the tooth to the jawbone. Under the enamel and cementum is **dentin**, a living material that makes up the majority of a tooth. A soft tissue called **pulp** fills the center of each tooth.

The gum is the pink tissue that surrounds the base of your teeth and covers the bone around the teeth. **Healthy gums fit tightly around the neck of each tooth like a collar, holding it firmly in place.**

By age 3, most children have all their first, or primary teeth. Around age 5 or 6, primary teeth begin to fall out. Primary teeth are slowly replaced by 28 permanent teeth. Four additional teeth, called wisdom teeth, usually grow in between the ages of 17 and 21. **The changes that occur in the jaws throughout the growing years can lead to structural problems.** When the upper and lower teeth do not meet properly, the condition is known as a **malocclusion** (mal uh KLOO zhun), or improper bite. People with malocclusions or crooked teeth may seek the help of an **orthodontist** (awr thuh DAHN tist), a specialist who corrects the position of jaws and teeth.

Some people have impacted wisdom teeth removed. Impacted wisdom teeth either do not have the space to emerge through the gumline or are positioned at an awkward angle.

Failing to properly maintain your teeth and gums can cause mouth pain and an embarrassing condition called **halitosis**, or bad breath. **A healthy diet, proper tooth care, and regular dental checkups can prevent tooth decay and gum disease.** A well-balanced diet that is low in sugar will reduce the amount of acid-producing bacteria in your mouth. Your mouth is full of bacteria that adhere to your teeth in a sticky film called **plaque**. Brushing your teeth removes plaque. Dental floss removes food and plaque from between your teeth.

Wear a mouthguard to prevent damage to your teeth during contact sports. Having dental checkups twice a year can identify problems before they become painful or hard to treat.

Cavities can form if plaque is not removed well enough and the acid produced by the bacteria eat away at the enamel. If plaque is not removed within 48 hours, it begins to harden into a material called **tartar**, which irritates the gums. The gum irritation caused by plaque and tartar eventually can lead to **periodontal disease**, or gum disease. Gingivitis is the early stage of gum disease.

Section 14-1

Note Taking Guide

Your Teeth and Gums (pp. 342-346)

The Teeth and Gums

1. List the four types of teeth found in your mouth.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

2. List and describe the three types of bonelike material found in each tooth.
 - a. _____
 - b. _____
 - c. _____

Structural Problems

3. Complete the table with details about two structural problems of the jaws or teeth.

Structural Problem	Description	Effects
Malocclusion	a. _____ _____ _____ _____ _____	b. _____ _____ c. _____ _____ _____
Impacted wisdom teeth	d. _____ _____ _____ _____ _____	e. _____ _____ _____ _____ _____

Section 14-1: Note Taking Guide *(continued)*

Caring for Your Teeth and Gums

4. Complete the table with details about caring for your teeth and gums.

Action	Benefit
Healthy diet	a. _____ _____
Brushing	b. _____ _____
Flossing	c. _____ _____

5. List two types of preventive care that have reduced the number of cavities in young people.

- a. _____

- b. _____

6. Describe the two stages of periodontal disease.

- a. _____

- b. _____

Unit 10 School to Career Vocab

Concentration: The action or power of focusing one's attention or mental effort

Consistency: Conformity in the application of something, typically that which is necessary for the sake of logic, accuracy, or fairness

Creativity: The use of the imagination or original ideas, esp. in the production of an artistic work

Dedication: Complete and wholehearted devotion, especially to a career, ideal, etc.

Dependability: The quality of being trustworthy and reliable

Drive: To carry vigorously through

Duty: A moral or legal obligation; a responsibility

Enthusiasm: Intense and eager enjoyment, interest, or approval

Fairness: Free from bias, dishonesty, or injustice

Flexibility: Ability to adapt to new circumstances

Honesty: Fairness and straightforwardness of conduct

Honor: Regard with great respect

Humility: A modest or low view of one's own importance; humbleness

Initiative: The ability to assess and initiate things independently

Integrity: The quality of being honest and having strong moral principles; moral uprightness

Optimism: Hopefulness and confidence about the future or the successful outcome of something

Professionalism: The competence or skill expected of a professional

Respect: A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements

Self-control: The ability to control oneself, in particular one's emotions and desires or the expression of them in one's behavior, esp. in difficult situations

Self-discipline: The ability to control one's feelings and overcome one's weaknesses; the ability to pursue what one thinks is right despite temptations to abandon it

Self-esteem: Confidence in one's own worth or abilities; self-respect

Sense of humor: The trait of appreciating and being able to express the humorous

Sociability: the relative tendency or disposition to be sociable or associate with one's fellows.

Wisdom: The quality of having experience, knowledge, and good judgment; the quality of being wise.

Unit 8 Robotics Vocabulary

Garbage in-Garbage out: this term refers to the fact that computers will process nonsensical, faulty or incomplete input data and produce nonsensical, faulty or incomplete output.

Logic: reasoning conducted or assessed according to strict principles of validity

Program: provide a computer or other machine with coded instructions for the automatic performance of a particular task.

Robot: a machine capable of carrying out a complex series of actions automatically

Sensors - a device that detects some important physical or quantity about the surrounding environment and conveys the information to the robot in electronic form.

- **Ultrasonic** - measure distance by emitting ultrasonic sound waves (measures how long it takes them to echo back off of objects).
- **Sound** - sensor that detects sound waves and reports the amount of sound back.
- **Touch** - sensor that detects physical contact (touch) and reports back to the controller whether it's being pushed or not in the content area.
- **Light** - sensor detects presence of certain wavelengths of light and reports the intensity of light back to the controller.

***Reflected light mode** - light sensor will shine a red light and look for the amount of light that bounces back off objects in the environment .

Downloading - transferring data from the computer to the device.

Uploading - transferring data from robot controller to the computer.

Data - factual information

Output - something which the controller sends (typically power sent to the motor)

Input - something sent to the controller which is used in its program

Job Interview Tips

Practice

Practice answering interview questions and practice your responses to the typical job interview questions and answers most employers ask. Think of actual examples you can use to describe your skills. Providing evidence of your successes is a great way to promote your candidacy. Also have a list of your own questions to ask the employer ready.

Research

Prepare a response so you are ready for the question What do you know about this company? Know the interviewer's name and use it during the job interview. If you're not sure of the name, call and ask prior to the interview. Try to relate what you know about the company when answering questions.

Get Ready

Make sure your interview attire is neat, tidy and appropriate for the type of firm you are interviewing with. Bring a nice portfolio with copies of your resume. Include a pen and paper for note taking.

Be On Time

Be on time for the interview. On time means five to ten minutes early. If need be, take some time to drive to the interview location ahead of time so you know exactly where you are going and how long it will take to get there.

Stay Calm

During the job interview try to relax and stay as calm possible. Take a moment to regroup. Maintain eye contact with the interviewer. Listen to the entire question before you answer and pay attention - you will be embarrassed if you forget the question!

Show What You Know

Try to relate what you know about the company when answering questions. When discussing your career accomplishments match them to what the company is looking for.

Follow Up

Always follow-up with a thank you note reiterating your interest in the position. If you interview with multiple people send each one a personal thank you note. Send your thank you note (email is fine) within 24 hours of your interview.

Interview Tips

- Do not chew gum or mints during the interview.
- Be positive, enthusiastic, and smile.
- Stand up straight and sit up straight.
- Turn off your phone.
- Use good manners. A firm handshake and direct eye contact go a long way. Don't sit until invited to do so by the interviewer.
- Dress appropriately. Your clothing should be wrinkle free, conservative and reflect the job you are applying for.
- Ladies should make sure nail polish is not distracting or chipped.

- Bring your resume, work permit, and references with you. Have a friend or family member look over your resume for clarity and consistency.
- Arrive for your interview on time or, better yet, early. If you have never been to the business before, you may want to drive by the day before to make sure you know where you are going.
- Prepare for questions about your work history and skills and have a question or two to ask the interviewer about the job.
- Take time before your interview to research the company. Learn about their industry, competition, and current events that you could use to create value added conversation in the interview.
- Send a thank-you note or email after the interview.

Unit 7 Power and Energy

- **Biomass** - Organic materials, such as wood by-products and agricultural wastes, that can be burned to produce energy or converted into a gas and used for fuel.
- **Coal** - A solid fossil fuel found in the Earth. Coal is burned to make electricity.
- **Consumption** - The using up of a resource
- **Current** - The movement or flow of electricity.
- **Electricity** - The flow of electrons.
- **Energy** - The ability to change or move matter. It is sometimes also defined as the ability to do work.
- **Fuel Cell** - The strength and vitality required for sustained physical or mental activity
- **Geothermal energy** - Energy that is generated by converting hot water or steam from deep beneath the Earth's surface into electricity.
- **Global warming** - An increase in the Earth's temperature intensified by human activities such as burning fossil fuels for energy. Burning these fuels releases carbon dioxide and other gases that make the Earth's natural greenhouse effect stronger, trapping more of the sun's heat in the atmosphere.
- **Greenhouse gases** - Carbon dioxide, methane and ozone. These gases form a sort of clear layer around the Earth that absorbs and radiates heat from the sun.
- **Hydroelectricity or hydropower** - Electricity that is generated when falling water makes a turbine spin.
- **Hydroelectric power plants** - Power plants that generate electricity when falling water makes a turbine spin.
- **Methane** - A hydrocarbon gas that is the main ingredient in natural gas.
- **Natural gas** - A fossil fuel found deep in the Earth. Natural gas is often found with oil.
- **Nuclear** - Of or relating to the nucleus of an atom.
- **Oil** - A liquid fuel found deep in the Earth. Gasoline and some plastics are made from oil.
- **Photovoltaic cell** - A device that changes sunlight directly into electricity.

- **Pollution** - The presence in or introduction into the environment of a substance or thing that has harmful or poisonous effects
- **Power** - The ability to do something or act in a particular way, esp. as a faculty or quality
- **Power plant** - A place where electricity is generated.
- **Power line** - A wire used to carry electricity. Power lines are located high overhead or buried underground.
- **Renewable resources** - Fuels that can be easily made or renewed. Renewable fuels cannot be exhausted. Types of renewable fuels are solar power, wind power and hydropower.
- **Solar** - Of, relating to, or determined by the sun
- **Solar cells** - Solar cells collect sunlight and convert it into electricity.
- **Solar energy** - Energy from the sun.
- **Turbine** - A device used in the generation of electricity.
- **Wind energy** - A renewable energy source that uses the force of the wind to spin turbines and generate electricity.

Weekly Exercise – EHS PE

Coach McBride

Hello everyone,

I hope you and your family are staying in safe in these unknowing and difficult times. I can't wait to see everyone when school is finally opened back up. Below is a chart for daily activity to keep you up and moving on a daily basis. If it is possible, fifteen to twenty minutes of walking a day would be amazing for your body. I know some of us may not be that fortunate or the weather might keep us inside. If that is the case, you will find a list of exercises below to keep your body in shape and healthy. It is important to note that if these exercises are too easy then you could always do a little more than the designated rep or exercise. If you are curious to whether or not you are taxing your body follow these signs to tell if the exercises are pushing you.

- 1- Heart Rate - If your heart rate is accelerated beyond the normal 60 to 80 beats per minute
- 2- Labored Breathing - You are a little winded or tired
- 3- Muscle weakness or tired – Your body is tired or muscles ache

Daily Exercises

Pushup – 25 Daily. You can do these in intervals or in different sets.

Body Squats – 50 Daily. Remember to have your feet shoulder width apart, going down slow with a straight back, hands out, and eyes up. Try to go as far down as you can with your feet planted firmly on the ground.

Jumping Jacks – 25 Daily. Try to keep the same rhythm throughout the exercise.

Sit Ups – 30 Daily. Try and do these in three sets of ten with slow controlled movements.

Walking or Running 15 – 20 Minutes Daily if allowed or weather permitting.

I hope this encourages you to go out and stay active. I also hope this finds everyone well. And remember, BREATHE during the exercises. You can do it. I have all the faith in the world in you! Let's stay active and in shape together!

4th Semester Vocabulary Terms

Eupora High School

Coach McBride

1. Fitness

-How well your body's systems work together

-Being in good physical shape or being suitable for a specific task or purpose

2. Wellness

-State of well-being

-The quality of one's life

3. Cardiovascular fitness

-The ability of the heart and lungs to deliver oxygen to the working muscles and the ability of muscles to use that oxygen

4. Muscular Strength

-The ability of a muscle or muscles to push or pull with total force

5. Body Composition

-The percent of fat, bone and muscle in the body

6. Health-Related Fitness

-Five components (building blocks)-cardiovascular fitness, muscular strength, muscular endurance, flexibility, body composition

7. Anaerobic

-The body is unable to keep up with its oxygen needs for an extended amount of time

-Generally, anaerobic exercise includes high intensity activities that can only be done for a short period of time

8. Aerobic

-The body is able to keep up with its oxygen needs for an extended amount of time

-Generally, anaerobic exercise includes high intensity activities that can only be done for a short period of time

9. Moderate to Vigorous Physical Activity

-This activity that ranges requires a moderate amount of effort (that noticeably increases your heart rate) to a large amount of effort that causes rapid breathing and a substantial increase in heart rate

10. Heart Rate

-The speed of the heartbeat measured by the numbers beats per minute

11. Maximum Heart Rate

-The highest heart rate you can achieve (without severe problems) during exercise

12. Target Heart Rate

-The desired range of heart rate reached during aerobic exercise which enables your heart and lungs to receive the most benefit from a workout

13. Resting Heart Rate

-The heart pumping the lowest amount of blood you need because you are not exercising

14. Lifetime Physical Activity

-Activity that may be readily carried over into adulthood because it requires only one or two people

15. Sedentary Lifestyle

-A lifestyle in which the person participates in very little to no physical activity

16. Sportsmanship

-Fair play, respect for opponents, and polite behavior by someone who is competing in sport or other competition

17. Stress

-Body and mind responses to any demand

-The mind and/or body are being challenged or threatened

18. Self-esteem

-The judgement or opinion we hold about ourselves

-The extent to which we perceive ourselves to be worthwhile and capable human beings

19. Metabolism

-The chemical processes by which we use food, water, etc., to grow and heal and to make energy

20. Nutrition

-The process of eating the right kind of food so you can grow properly and be healthy

21. Calorie

-A unit of energy contained in food

22. Components of a Workout

-Parts of a workout that should be used in order to complete an effective and safe workout

-Warm-up, main activity (workout), cool-down

23. FITT Principle

-A formula in which each letter represents a variable for determining the correct amount of physical activity

F=Frequency, I=Intensity, T=Time, T=Type

24. Flexibility

-The ability of a muscle to move a joint through a full range of motion

25. Muscular Endurance

-The ability of a muscle or muscles to repeat a movement many times or hold a position without stopping to rest

Name: _____ Hour: _____ Date: _____

		Healthy Heart Zone		Aerobic Zone		90%	
		50%	60%	70%	80%		
		Fitness Zone		Anaerobic Zone			
Age:	220 minus age	These % are rounded so you can take a 6 sec. count and add a "0."					
14	206	100	120	140	170	190	
15	205	100	120	140	160	190	
16	204	100	120	140	160	180	
17	203	100	120	140	160	180	

220 - AGE = _____ (MAX H.R.) 100%

MAX H.R. x .7 (70%) = _____ to MAX H.R. x .9 (90%) = _____

Anaerobic	<ul style="list-style-type: none"> •85-100% •Maximum intensity: short sprints or bursts of activity (2-5 minutes) •Good for athletic conditioning, competitive training
Aerobic	<ul style="list-style-type: none"> •75% - 80% •Moderate intensity: power walking, running, cycling •Good for building endurance, cardiovascular fitness
Weight Loss	<ul style="list-style-type: none"> •60% - 75% •Light/Moderate intensity: brisk walking, jogging, cycling •Good for burning fat, increasing endurance, heart health
Light	<ul style="list-style-type: none"> •50% - 60% •Light intensity: warming up, cooling down, new exercisers •Good for beginners, getting in shape, overall health

Explain How to calculate your Maximum Heart Rate and your Target Heart Rate Zone....

Explain the health benefits of increasing your heart rate during physical activity...

Name: _____ Hour: _____ Date: _____

Resting heart rate (RHR) refers to the number of times a heart contracts in one minute (beats per minute or BPM) while at complete rest. The normal heart rate depends upon your age, gender and health and can vary greatly for both athletes and non-athletes.

In general, a person's resting heart rate indicates their basic fitness level. The stronger the heart, the more blood it can pump during each contraction, and the less frequently it needs to beat to get adequate blood flow (circulation) and oxygen to the body tissues. A well trained athlete can have a very low resting heart rate and pump more blood than an unconditioned individual.

The amount of blood pumped out of the left ventricle of heart with each contraction is called the stroke volume. Although some conditions can affect a person's stroke volume, endurance and high intensity cardiovascular exercise training often increases stroke volume. A larger stroke volume results in a lower (resting) heart rate.

The range for resting heart rate is quite large, but an average resting heart rate for a healthy person is about 60-75 BPM. Athletes may have resting heart rates values as low as 40-50 BPM. If your resting heart rate runs 80 or high on a regular basis, you may want to have a check up with your doctor. For most people, the resting heart rate will decrease as the heart becomes stronger and more efficient.

Resting Heart Rate for MEN

Age	18-25	26-35	36-45	46-55	56-65	65+
Athlete	49-55	49-54	50-56	50-57	51-56	50-55
Excellent	56-61	55-61	57-62	58-63	57-61	56-61
Good	62-65	62-65	63-66	64-67	62-67	62-65
Above Average	66-69	66-70	67-70	68-71	68-71	66-69
Average	70-73	71-74	71-75	72-76	72-75	70-73
Below Average	74-81	75-81	76-82	77-83	76-81	74-79
Poor	82+	82+	83+	84+	82+	80+

Resting Heart Rate for WOMEN

Age	18-25	26-35	36-45	46-55	56-65	65+
Athlete	54-60	54-59	54-59	54-60	54-59	54-59
Excellent	61-65	60-64	60-64	61-65	60-64	60-64
Good	66-69	65-68	65-69	66-69	65-68	65-68
Above Average	70-73	69-72	70-73	70-73	69-73	69-72
Average	74-78	73-76	74-78	74-77	74-77	73-76
Below Average	79-84	77-82	79-84	78-83	78-83	77-84
Poor	85+	83+	85+	84+	84+	84+

Explain how to lower your resting heart rate and why a lower resting heart rate is important to good health...

Gauging intensity by how you feel

Here are some clues to help you judge your exercise intensity.

Moderate exercise intensity

Moderate activity feels somewhat hard. Here are clues that your exercise intensity is at a moderate level:

- Your breathing quickens, but you're not out of breath.
- You develop a light sweat after about 10 minutes of activity.
- You can carry on a conversation, but you can't sing.

Vigorous exercise intensity

Vigorous activity feels challenging. Here are clues that your exercise intensity is at a vigorous level:

- Your breathing is deep and rapid.
- You develop a sweat after a few minutes of activity.
- You can't say more than a few words without pausing for breath.

Overexerting yourself

Beware of pushing yourself too hard too often. If you're short of breath, in pain or can't work out as long as you'd planned, your exercise intensity is probably higher than your fitness level allows. Back off a bit and build intensity gradually.

Gauging intensity using your heart rate

Another way to gauge your exercise intensity is to see how hard your heart is beating during physical activity. To use this method, you first have to figure out your maximum heart rate — the upper limit of what your cardiovascular system can handle during physical activity.

The basic way to calculate your maximum heart rate is to subtract your age from 220. For example, if you're 45 years old, subtract 45 from 220 to get a maximum heart rate of 175. This is the maximum number of times your heart should beat per minute while you're exercising.

Once you know your maximum heart rate, you can calculate your desired target heart rate zone — the level at which your heart is being exercised and conditioned but not overworked.

Here's how heart rate matches up with exercise intensity levels:

- Moderate exercise intensity: 50 to 70 percent of your maximum heart rate
- Vigorous exercise intensity: 70 to 85 percent of your maximum heart rate

If you're not fit or you're just beginning an exercise program, aim for the lower end of your target zone (50 percent). Then, gradually build up the intensity. If you're healthy and want a vigorous intensity, opt for the higher end of the zone.

How to determine your target zone

To determine your desired target heart rate zone, use an online calculator. Or, here's a simple way to do the math yourself. If you're aiming for a target heart rate of 70 to 85 percent, which is in the vigorous range, you would calculate it like this:

- Subtract your age from 220 to get your maximum heart rate.
- Multiple that number by 0.7 (70 percent) to determine the lower end of your target heart rate zone.
- Multiply your maximum heart rate by 0.85 (85 percent) to determine the upper end of your target heart rate zone.

For example, say your age is 45 and you want to figure out your target heart rate zone for vigorous intensity exercise. Subtract 45 from 220 to get 175 — this is your maximum heart rate. To get the lower end of your target zone, multiply 175 by 0.7 to get 123. To get the higher end, multiply 175 by 0.85 to get 149. So your target heart rate zone for vigorous exercise intensity is 123 to 149 beats per minute.

How to tell if you're in the zone

So how do you know if you're in your target heart rate zone? Use these steps to check your heart rate during exercise:

- Stop momentarily.
- Take your pulse for 15 seconds. To check your pulse over your carotid artery, place your index and third fingers on your neck to the side of your windpipe. To check your pulse at your wrist, place two fingers between the bone and the tendon over your radial artery — which is located on the thumb side of your wrist.
- Multiply this number by 4 to calculate your beats per minute.

Here's an example: You stop exercising and take your pulse for 15 seconds, getting 33 beats. Multiply 33 by 4, to get 132. If you're 45 years old, this puts you in the middle of your target heart rate zone for vigorous exercise, since that zone is 123 to 149 beats per minute. If you're under or over your target heart rate zone, adjust your exercise intensity.

Target heart rate tips

It's important to note that maximum heart rate is just a guide. You may have a higher or lower maximum heart rate, sometimes by as much as 15 to 20 beats per minute. If you want a more definitive range, consider discussing your target heart rate zone with an exercise physiologist or a personal trainer.

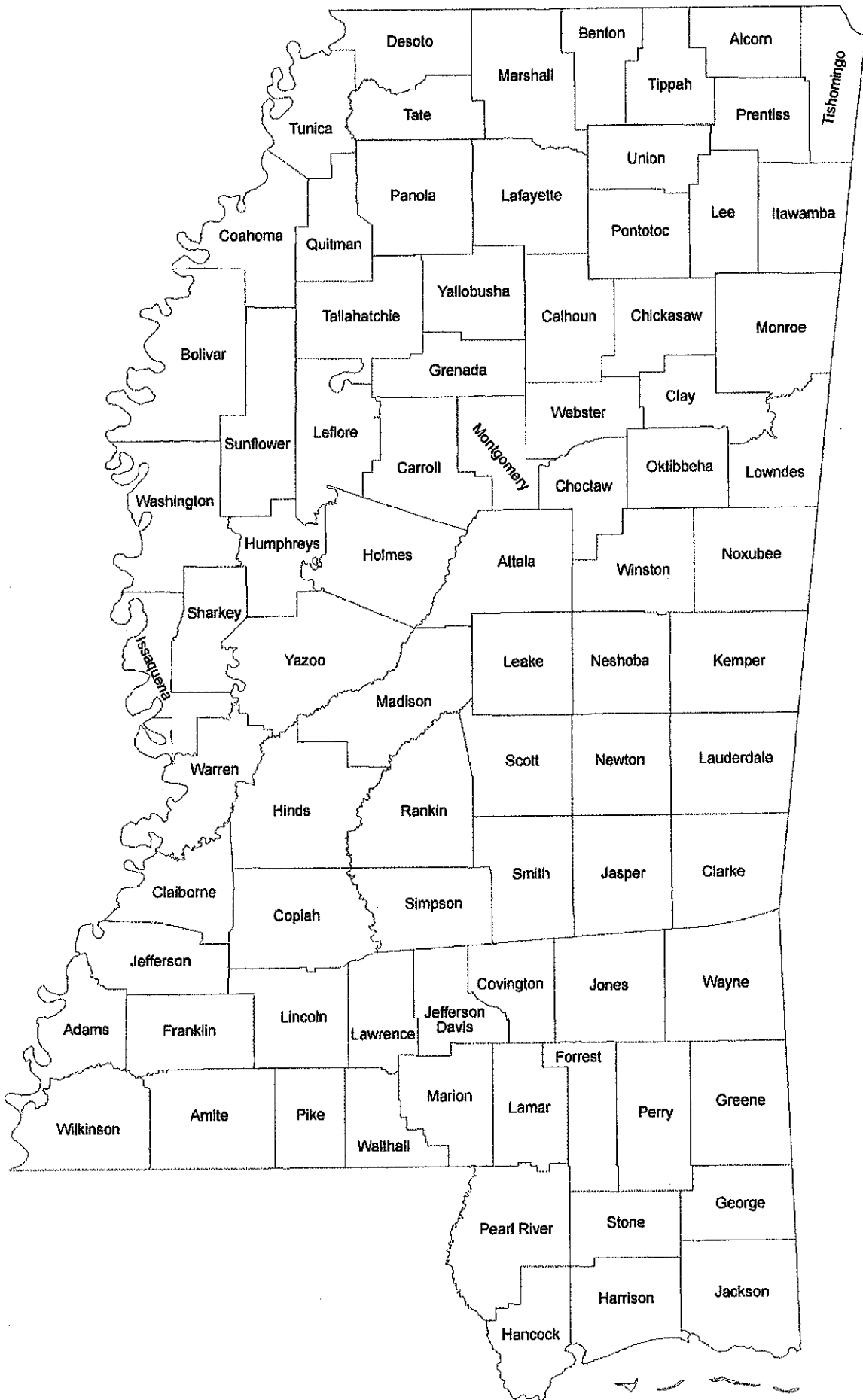
Generally only elite athletes are concerned about this level of precision. They may also use slightly different calculations that take into account gender differences in target heart rate zones. These differences are so small that most casual athletes don't need separate calculations for men and women.

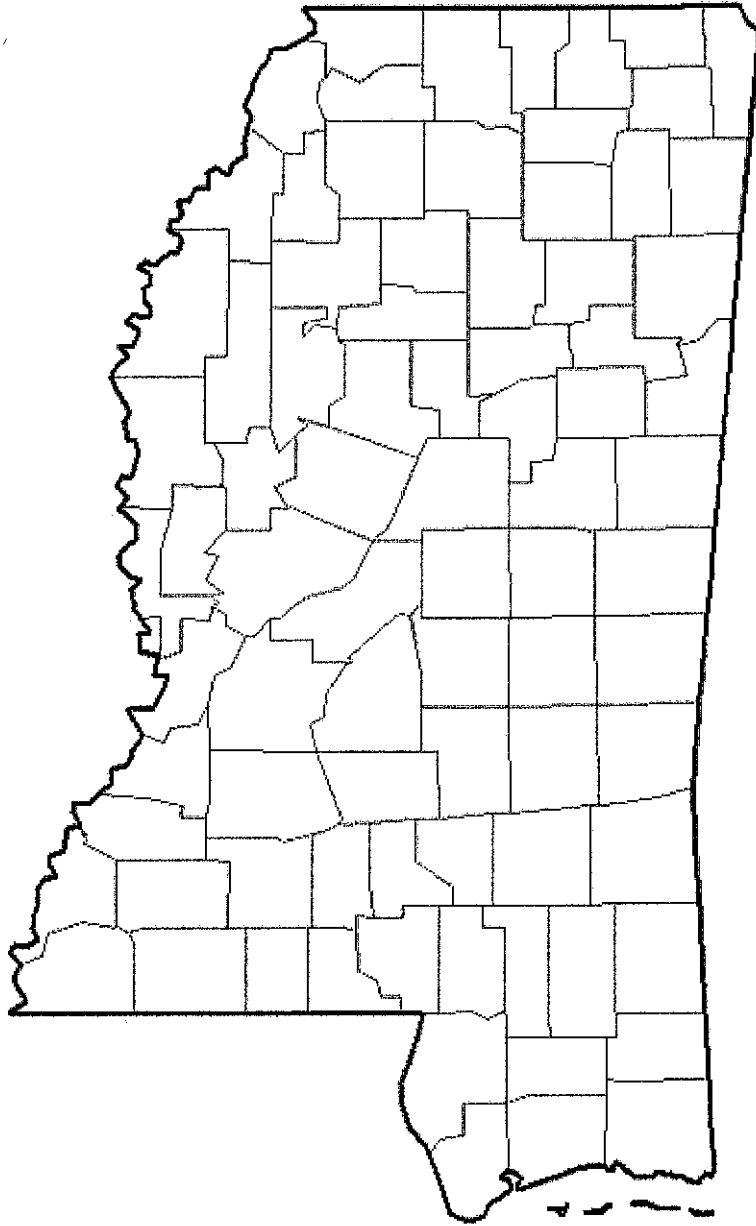
Also note that several types of medications can lower your maximum heart rate and, therefore, lower your target heart rate zone. Ask your doctor if you need to use a lower target heart rate zone because of any medications you take or medical conditions you have.

Interestingly, research has shown that interval training, which includes short bouts (60 to 90 seconds) of higher intensity exercise interspersed throughout your workout, is well tolerated, even by those with certain cardiac conditions. This type of training is also very effective at increasing your cardiovascular fitness.

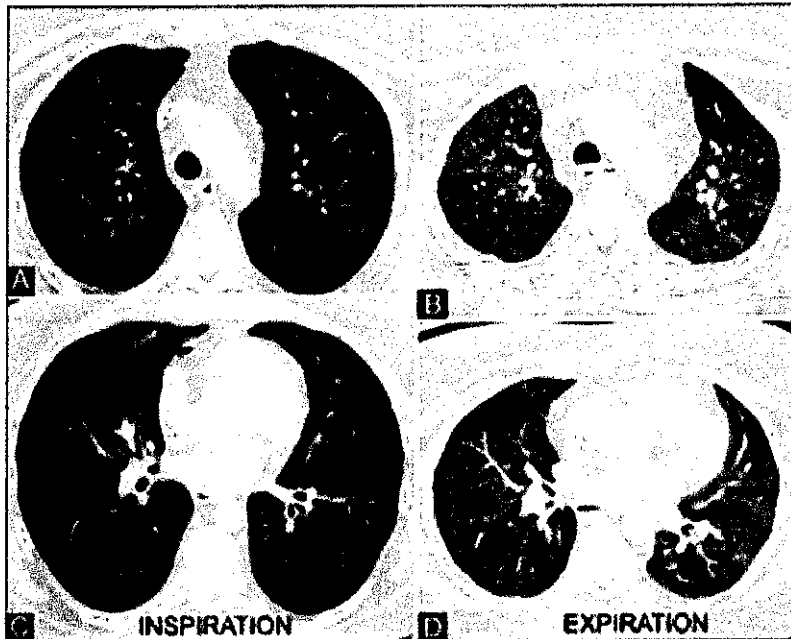
Reap the rewards of exercise intensity

You'll get the most from your workouts if you're exercising at the proper exercise intensity for your health and fitness goals. If you're not feeling any exertion or your heart rate is too low, pick up the pace. If you're worried that you're pushing yourself too hard or your heart rate is too high, back off a bit.





WHAT IS POPCORN LUNG (AND IS IT REALLY DANGEROUS)?



Since the popularity of vaping has grown, the term “popcorn lung” has hit the mainstream in a way that would almost be laughable, if there were anything funny about pulmonary obstruction. The vaping-popcorn lung connection has been driven home by the media, making “What is popcorn lung?” one of the most popular vaping-related searches on Google. Because “popcorn lung” sounds at once completely absurd and unsettlingly creepy, it’s caught public attention more than any other possible side effect of vaping.

So what is popcorn lung? The medical name is “bronchiolitis obliterans,” unfortunately abbreviated to BO – if it’s embarrassing to ask a doctor if you might have “popcorn lung,” just try asking a doctor if you have BO. Bronchiolitis obliterans can result from exposure to many different chemicals that cause inflammation and obstruction of the bronchioles, the smallest passages in the lungs.

But the specific chemical associated with popcorn lung symptoms is diacetyl, a food additive that was once used to make popcorn taste buttery without butter. That’s where the name comes from – BO was first linked to diacetyl when workers in a popcorn factory began getting sick.

One of the particular dangers of popcorn lung is that popcorn lung symptoms look indistinguishable from lots of other lung diseases, like asthma or *bronchiolitis obliterans organizing pneumonia* (which has the inappropriately whimsical acronym BOOP). Popcorn lung symptoms include:

- Shortness of breath
- Wheezing
- Dry cough
- Exhaustion

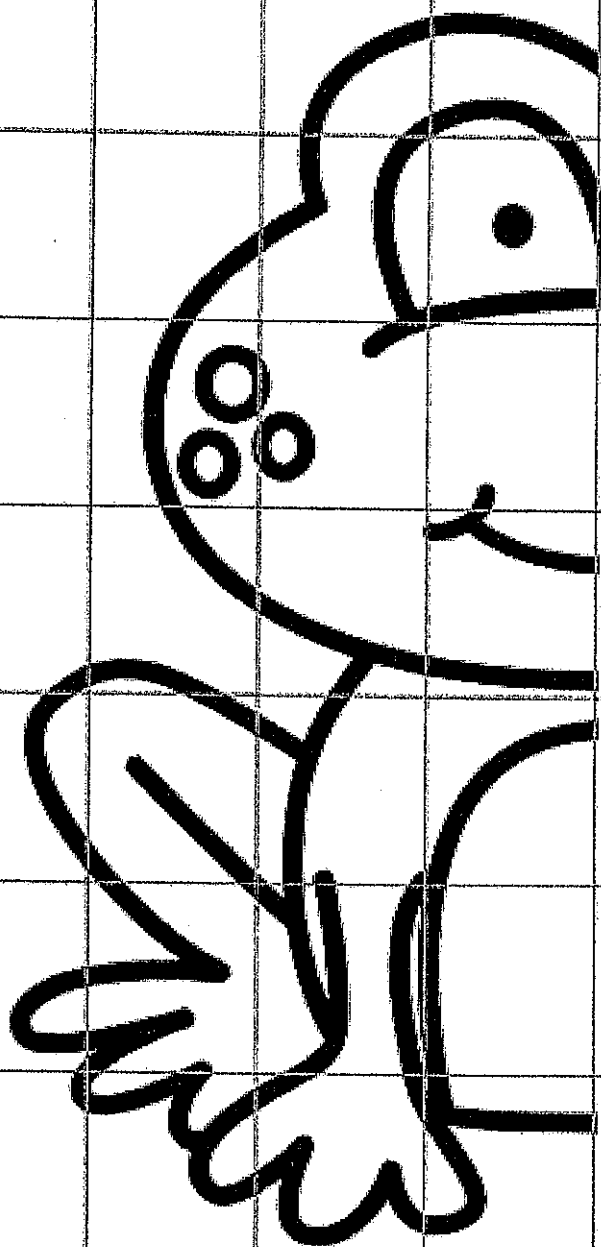
Because numerous other lung diseases cause the same symptoms, popcorn lung can often go undiagnosed, and therefore improperly treated, allowing the damage and scarring that causes popcorn lung symptoms to increase.

So what is the vaping-popcorn lung connection? Most high-end vape makers don't use diacetyl, but in 2015, more than half of the mass-market e-cigarettes studied were found to contain the chemical – especially flavored vape juice. The diacetyl makes the flavors richer, but because the vapor is being breathed in, it exposes users to the risk of popcorn lung, which increases the longer these liquids are vaped. Particularly concerning is the fact that diacetyl is primarily found in flavored e-liquids – which tend to be more appealing to teenagers.

Name _____

Symmetry

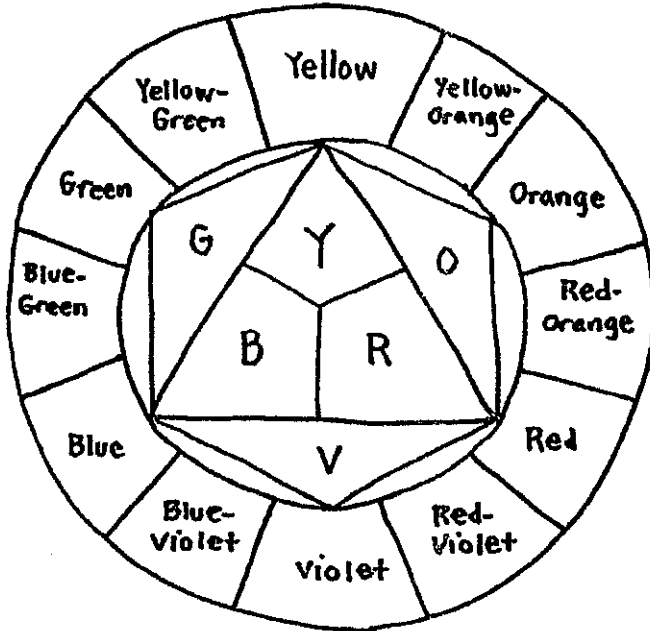
Directions: Use the grid lines to help you mirror the image of the frog.



Use as a worksheet. Color & fill in empty areas. Use colored page for help if needed.

COLOR THEORY

Color is an element of art.



Everytime I use color, I am creating a color scheme.

← This is a color wheel.

The most common color schemes are listed below.

Primary.... [] [] [] {I can make all the other colors by mixing different amounts of primary colors}

Secondary.... [] [] [] {I can mix two primary colors to make a secondary color.}

Warm.... [] [] [] [] [] [] {Yellow and all the colors with red and orange tones are warm.}

Cool.... [] [] [] [] [] [] {Violet and all the colors with blue and green tones are cool.}

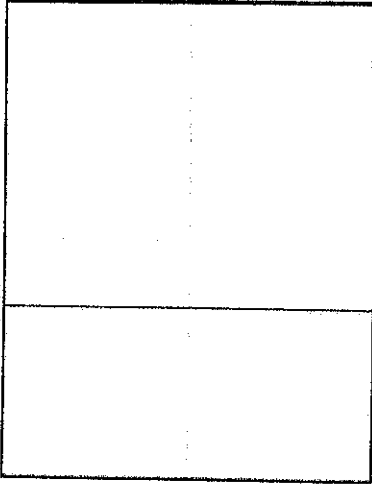
Complementary.... [] [] , [] [] , [] [] , [] [] , [] [] , [] [] , etc
{Opposites on the color wheel are complementary.}

Analogous... [] [] [] , [] [] [] , [] [] [] , [] [] [] , and so on.
{Colors that are close neighbors on the color wheel are analogous.}

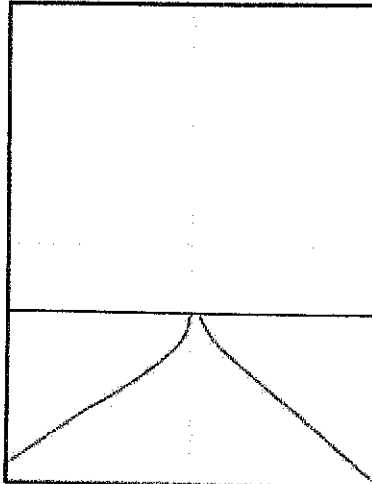
Rainbow... [] [] [] [] [] [] [] [] [] [] [] [] {Using primary and secondary colors placed in order from the color wheel, I can make a rainbow}

Intermediate... is a color term I need to know. It is the color in between the primary and secondary colors on the color wheel.

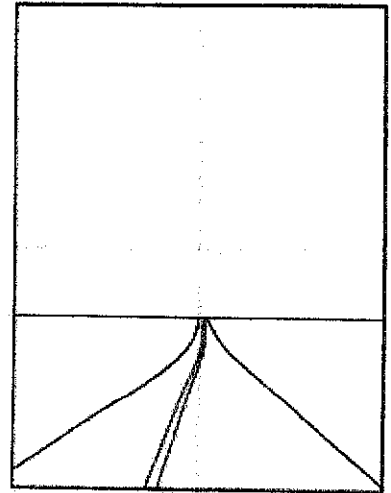
Draw a Vanishing Point Road



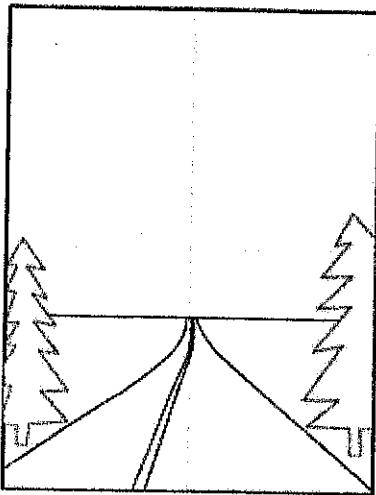
1. Make guide lines. Draw horizon.



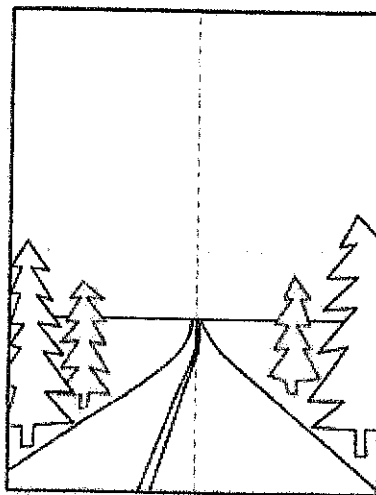
2. Draw the road.



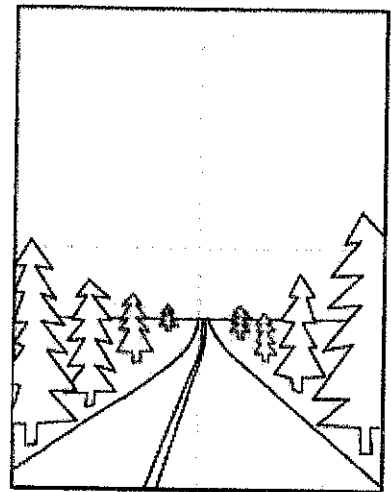
3. Add the center road line.



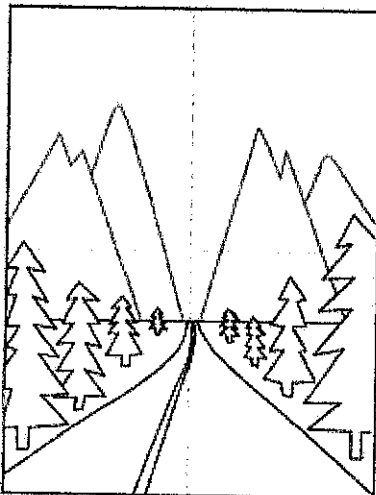
4. Draw two large trees.



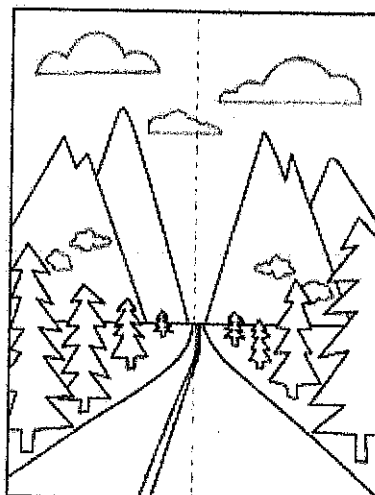
5. Draw two smaller trees.



6. Add four smaller trees.



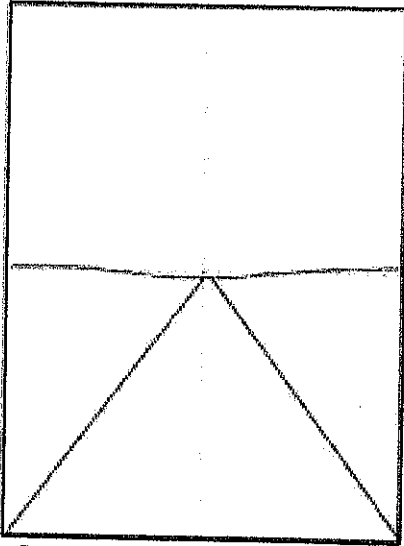
7. Draw the mountains.



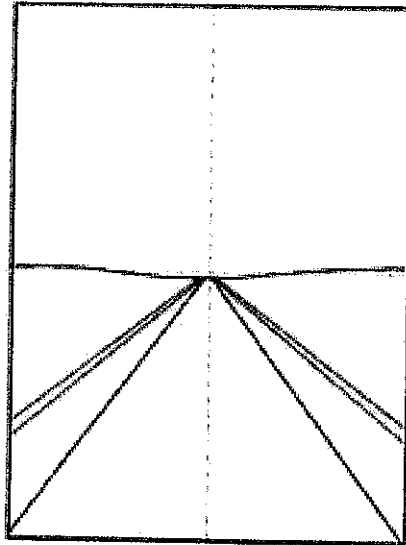
8. Add clouds.



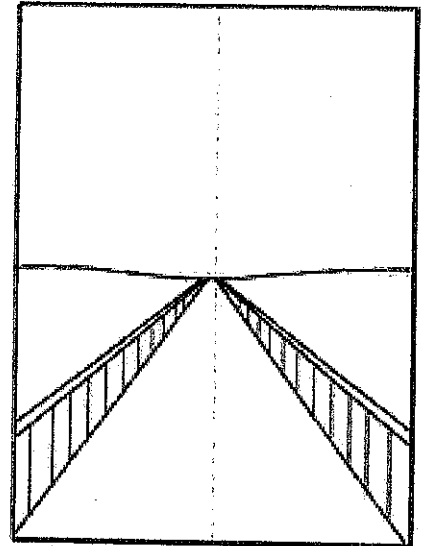
9. Trace with marker and color.



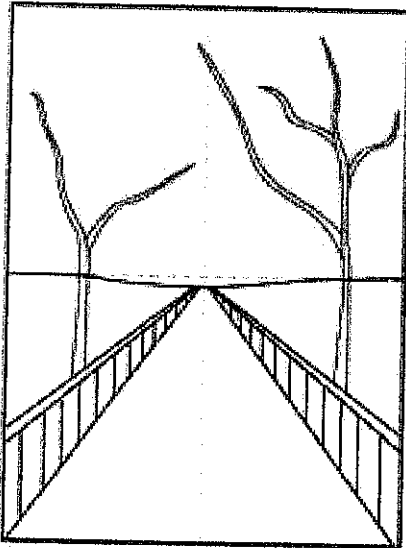
1. Draw the horizon line. Use a ruler to draw the boardwalk lines.



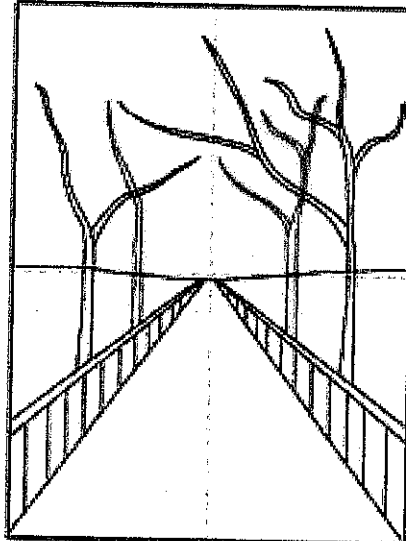
2. Use a ruler again to add more lines for the hand rails.



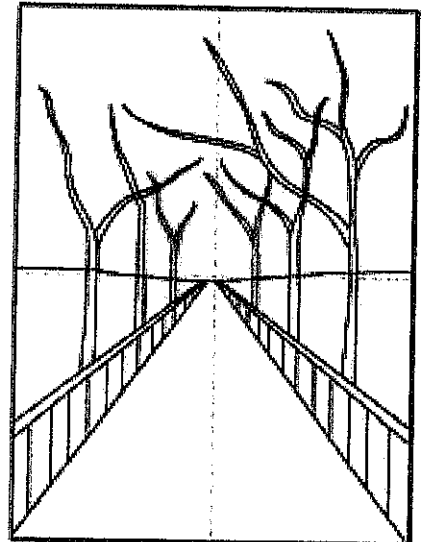
3. Draw vertical lines on the sides.



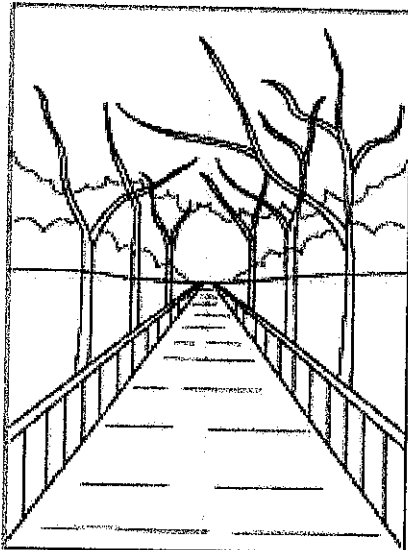
3. Draw two large tall trees with skinny wavy branches.



4. Draw two medium trees. It's fine if the branches overlap.



5. Draw two smaller trees, making sure they are the shortest.



6. Add wavy lines for the trees and distant shrubs. Add board lines.



8. Trace with permanent black marker. Color random red splatches.

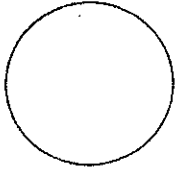


9. Fill the trees with orange. Make shadows with another layer of marker.

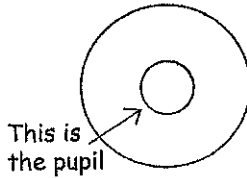
Draw a Human Eye

1. Start with a circle. This will be the iris.

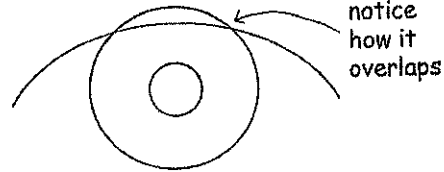
TIP:
try and
find a
circle you
can trace!



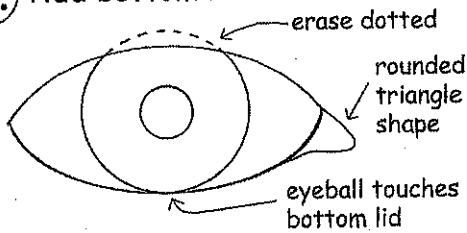
2. Add a small circle in the center.



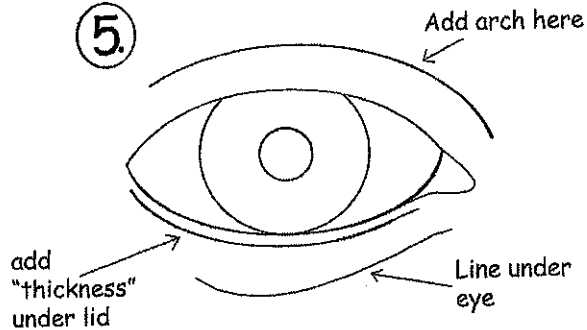
3. Draw an arch over the larger circle.



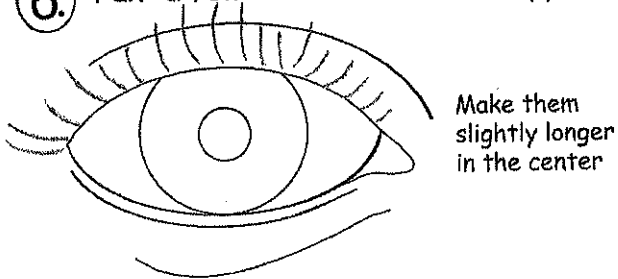
4. Add bottom lid area



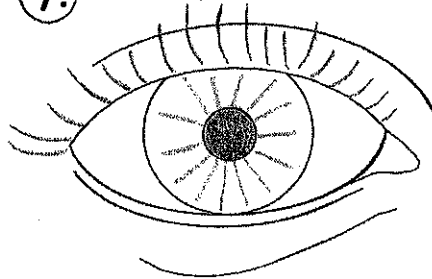
5.



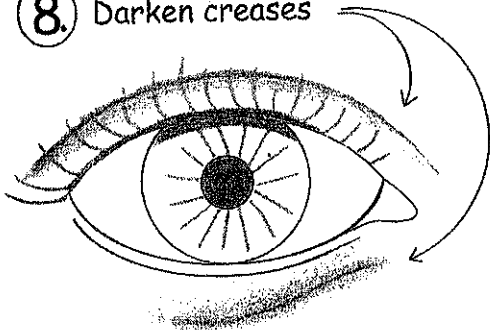
6. "Fan" a few lashes around the upper lid



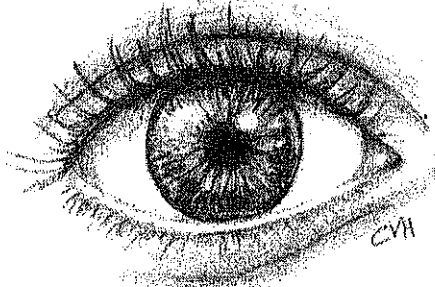
7. Draw "spokes" around the pupil



8. Darken creases



9. Shade. Add more lashes at top and some shorter ones on bottom lid.

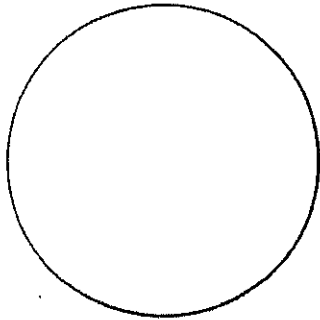


Erase some spots in the iris area to indicate reflections. Add more spokes coming from pupil.

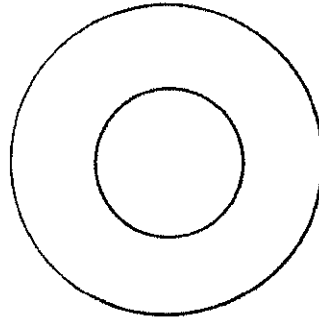
Eyeball

① Start with a circle.

TIP:
try and
find a
circle you
can trace!

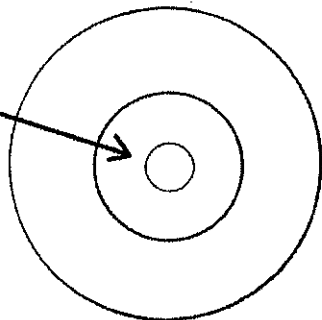


② Add a small circle in the center. This will be the iris.

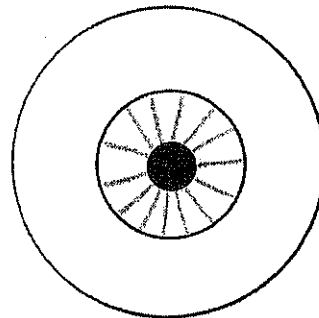


③ Add the last smaller circle in the center of the iris.

This
is
the
pupil

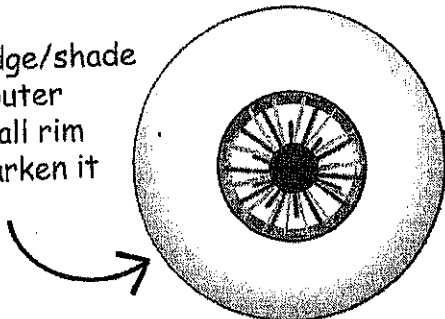


④ Shade the pupil black. Draw "spokes" around the pupil.



⑤ Darken edges of iris. Add more "spokes".

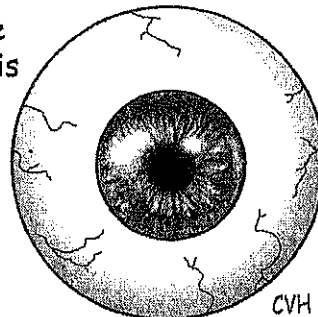
Smudge/shade
the outer
eyeball rim
to darken it



⑥ Shade entire iris. Add more spokes as needed.

Erase some
areas on iris
to indicate
"shine"

Add a few
thin lines
for veins

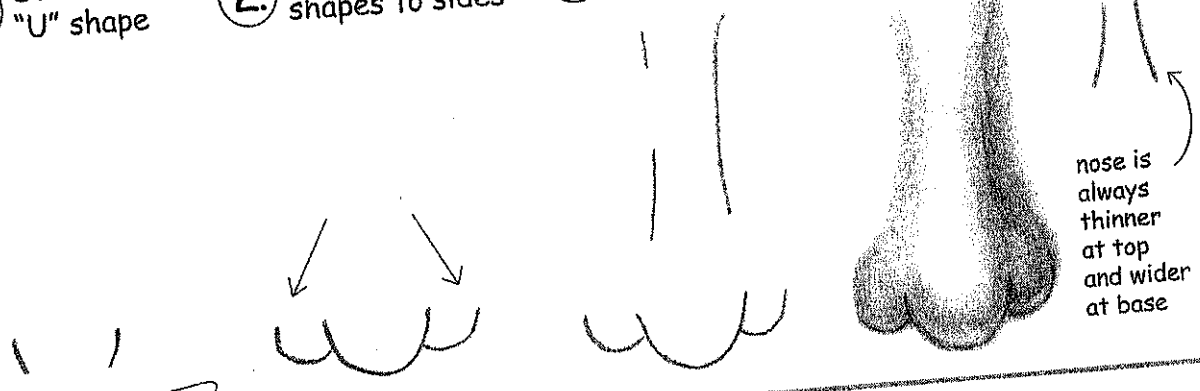


CVH

Draw a Human Nose

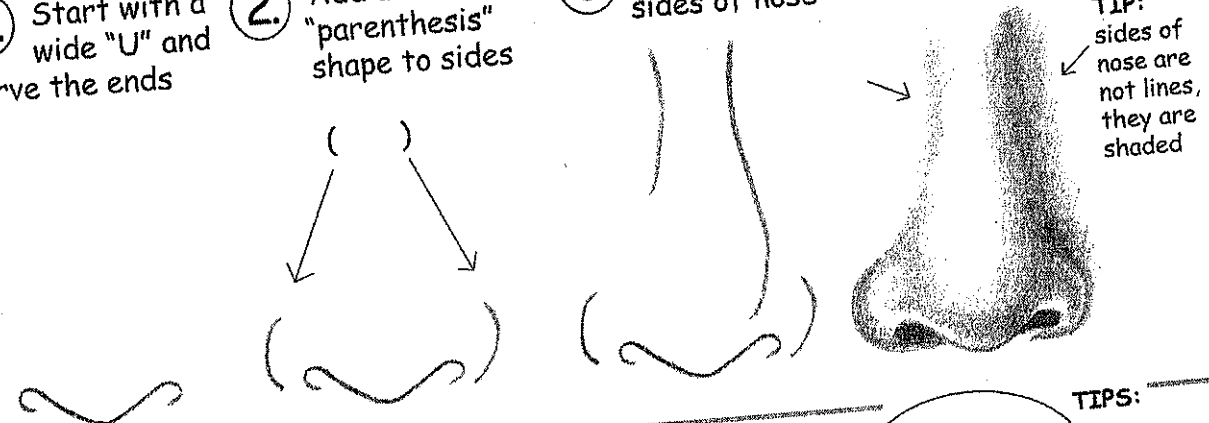
A Simple Nose

1. Start with a "U" shape
2. Add 2 small "U" shapes to sides
3. Lightly draw sides of nose
4. Shade one side darker

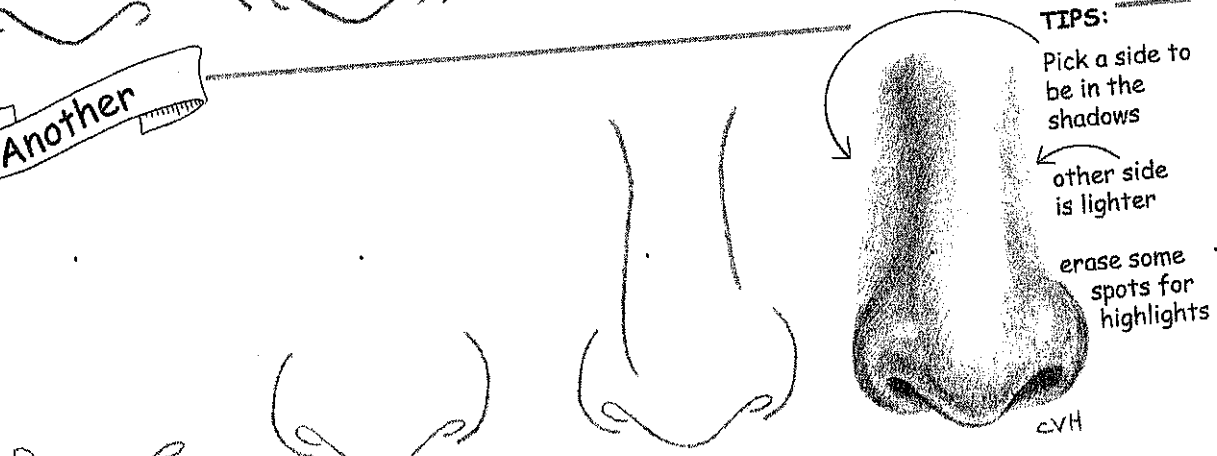


More Advanced

1. Start with a wide "U" and curve the ends
2. Add a "parenthesis" shape to sides
3. Lightly draw sides of nose
4. Shade one side darker

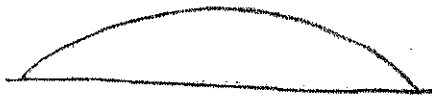


Another

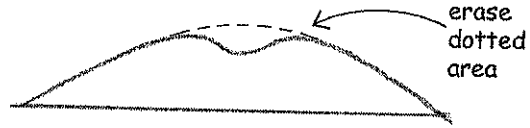


Draw a Human Mouth

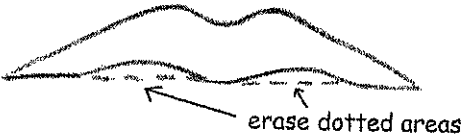
1. Start with a "sunset" shape



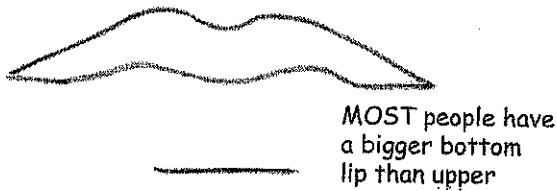
2. Make rounded indent at center



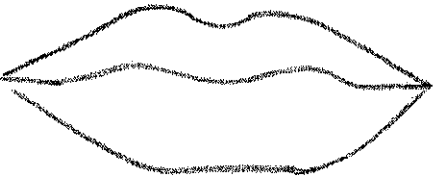
3. Make 2 more rounded indents (this time at bottom)



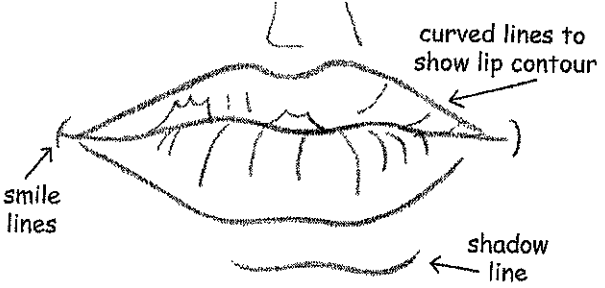
4. Add a short line to indicate the location of the bottom lip



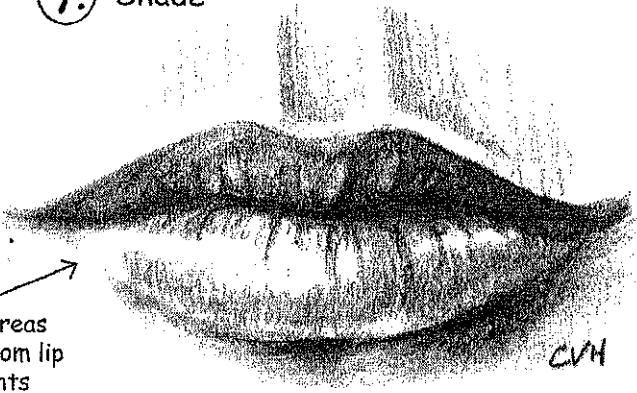
5. Connect the bottom lip with curving lines



6. Add lip lines



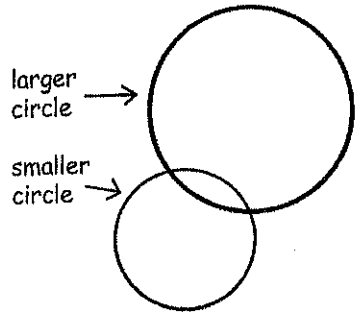
7. Shade



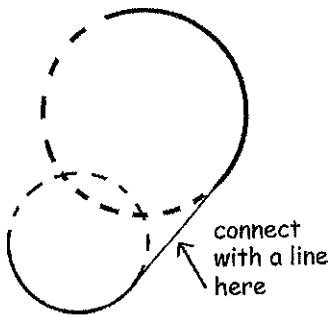
TIP:
Don't try to make both sides perfect. Human faces are not exactly symmetrical!

Draw a Human Ear

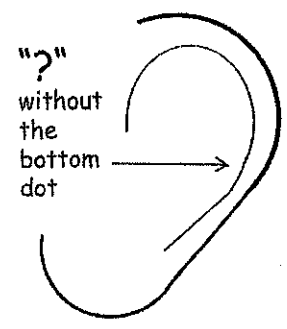
1. Start with 2 overlapping circles on a diagonal



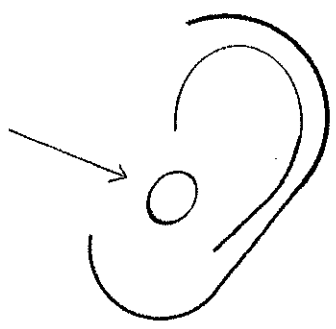
2. Erase parts shown with dash lines



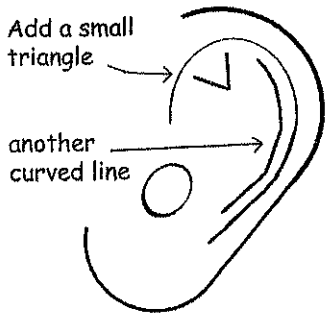
3. Draw the top of a question mark shape



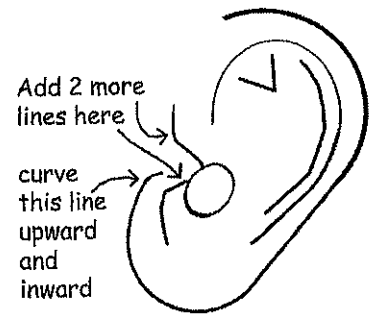
4. Add a small circle



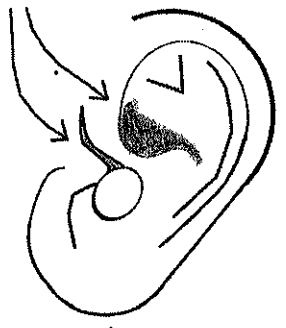
5. Add more as seen below ...



6. Add a few more details



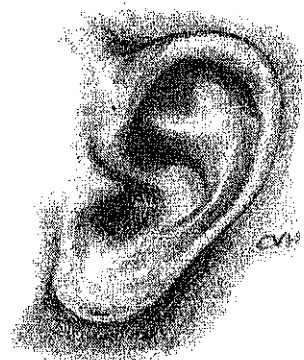
7. Make these 2 shapes and shade them in



8. Fill in the areas as seen below

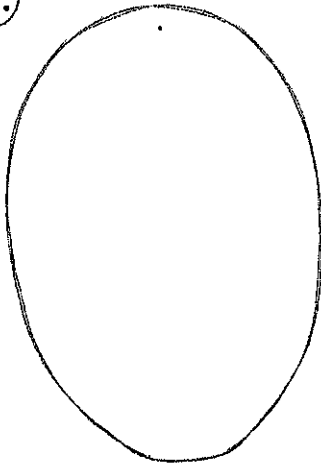


9. Shade



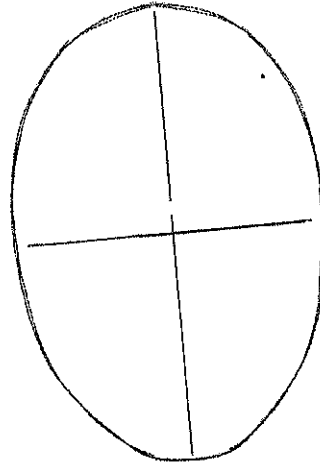
A Basic Human Face

1.



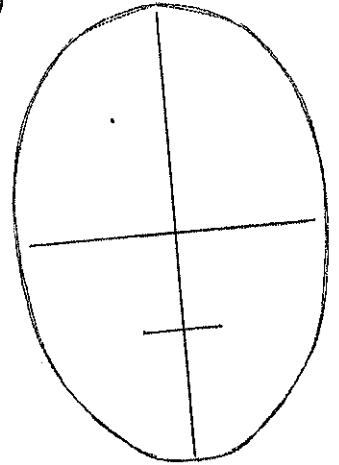
Start with an oval or "upside down" egg shape. The top part should be slightly fuller.

2.



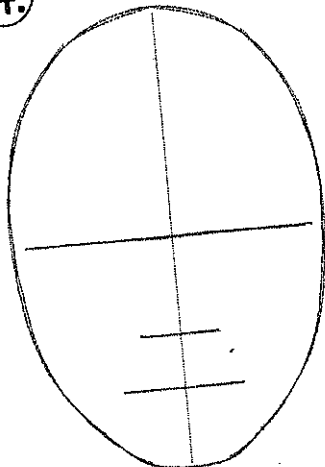
Make a lower case letter "t" in the center of the face.

3.



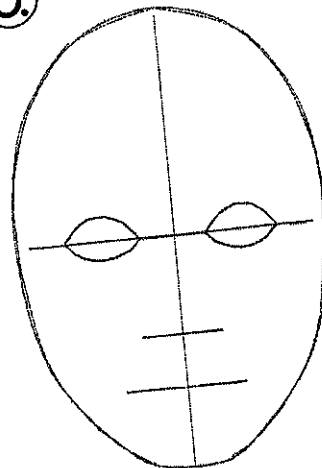
Put your finger in the center of the "t" and your other finger on the chin. Find the center and draw a line there. This will be the bottom of the nose.

4.



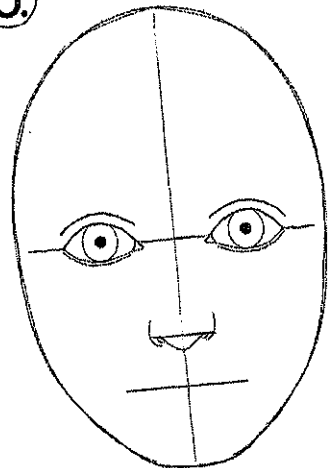
Put your finger in the center of the line you just made and your other finger on the chin. Find the middle, make one last line. This will be the mouth.

5.



On the top line, draw 2 almond/football shapes for the eyes.
TIP: The distance between your eyes is about the width of one eye.

6.

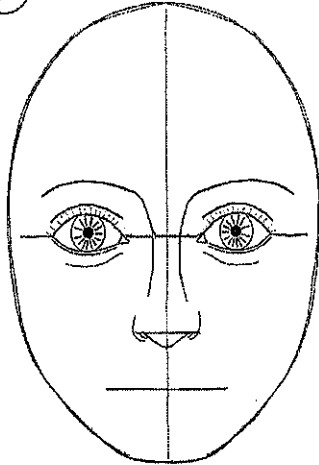


Add the iris, pupil, eye lids, et
On the second line, draw the bottom of the nose.
TIP: The width of the bottom of the nose is about the same as the width between the eyes.

A Basic Human Face

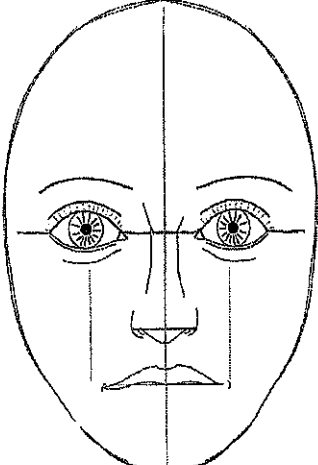
... continued

7.



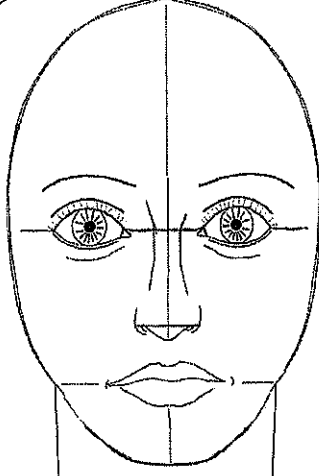
Add "spokes" in the iris and lines for the brows and sides of the nose. TIP #1: The sides of your nose are connected to your brows! TIP #2: The fattest part of the nose is the base, the thinnest part is between the brows. (think triangle shaped)

8.



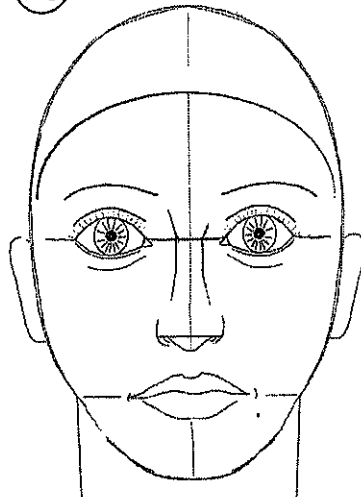
Start the lips. The mouth is usually as wide as the distance between the pupils. TIP: Don't forget to add the "Cupid's Bow": the little divit at the top of the upper lip.

9.



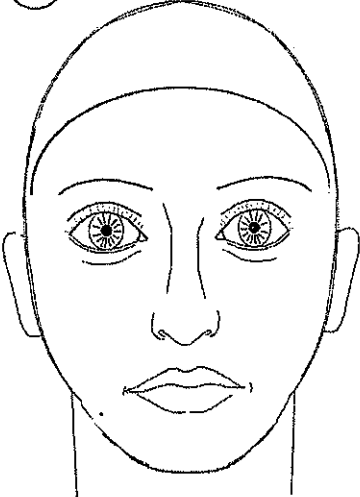
Add the neck lines. TIP: The neck is about as wide as the edges of the mouth lines. Add the bottom lip. TIP: The bottom is usually fuller than the upper on MOST people.

10.



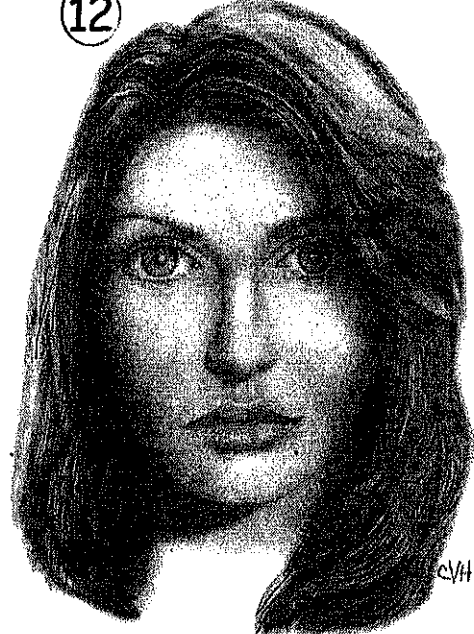
Add the hairline (looks like a swim cap). Add the ears. TIP: The top of the ear lines up with the eye line, the bottom of the ear lines up with the bottom of the nose.

11.



Erase the guide lines.

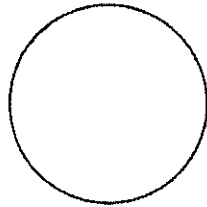
12.



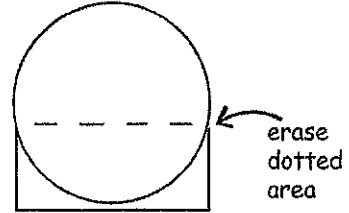
Add hair and shade.

Draw a Human Skull

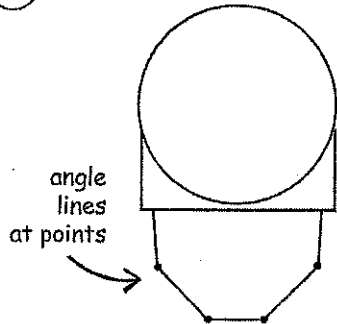
1. Start with a circle



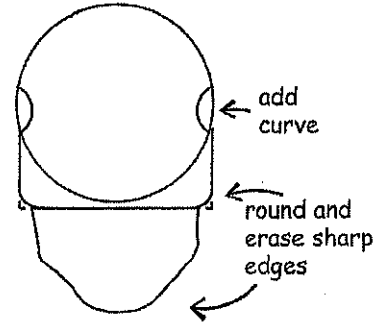
2. Add a rectangle



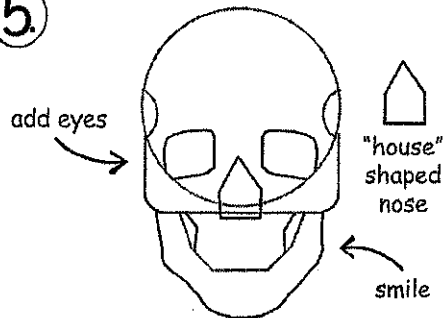
3. Add jaw line



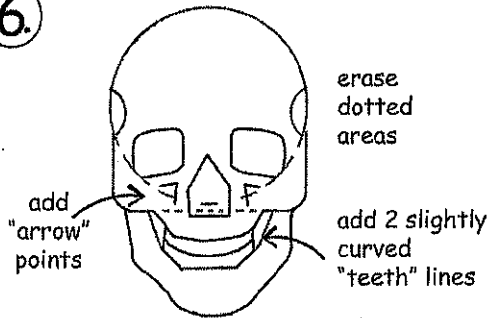
4.



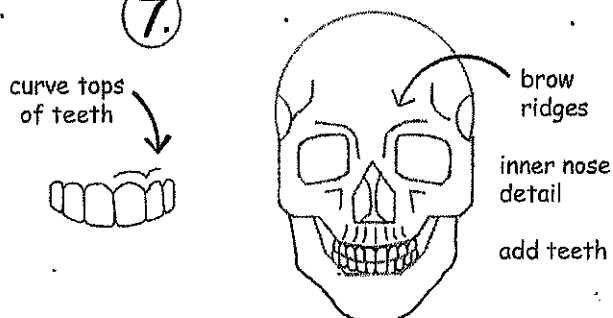
5.



6.



7.



8. Shade



COLOR SCHEMES

--	--	--

PRIMARY COLORS

RED, BLUE, YELLOW
(PRIMARY COLORS CANNOT BE MADE BY MIXING ANY OTHER TWO COLORS)

--	--	--

SECONDARY COLORS

GREEN, ORANGE, VIOLET
(SECONDARY COLORS ARE MADE BY MIXING TWO PRIMARY COLORS)

NAME

DATE

CLASS PERIOD

COOL COLORS

Blues, Greens, Violets

WARM COLORS

Reds, Yellows, Oranges

TERTIARY COLORS

RO, YO, YG, BG, BV, RV
(A PRIMARY COLOR MIXED WITH A SECONDARY COLOR)

TRIAD

THREE COLORS THAT ARE EQUAL DISTANCE FROM EACH OTHER ON THE COLOR WHEEL

MONOCHROMATIC

A COLOR ALONG WITH ITS TINTS AND SHADES

ANALOGOUS

COLORS THAT ARE NEXT TO EACH OTHER ON THE COLOR WHEEL (BLUE, BLU-VIOLET, VIOLET, ETC.)

COMPLIMENTARY

TWO COLORS OPPOSITE EACH OTHER ON THE COLOR WHEEL

SPLIT-COMPLIMENTARY

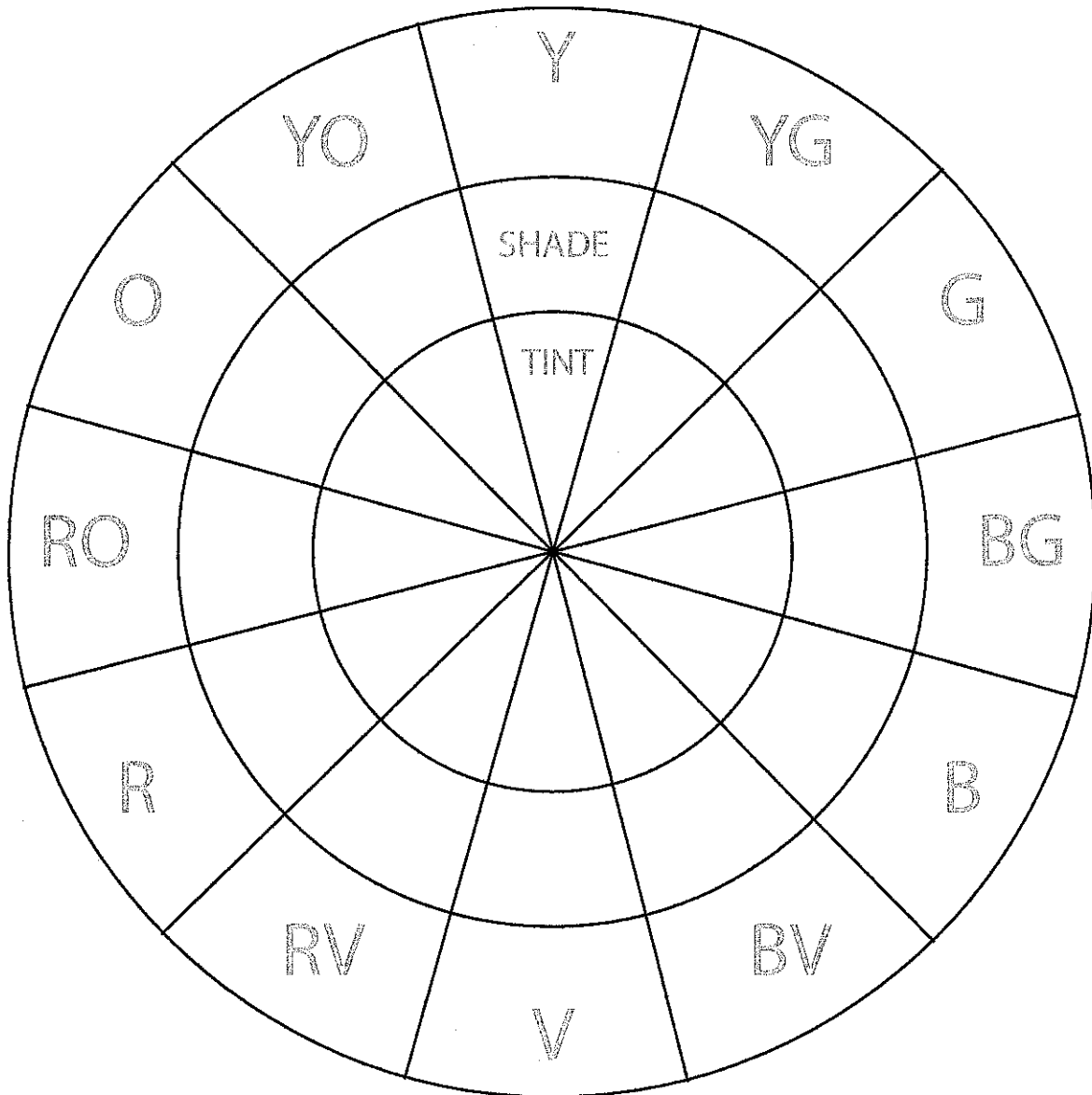
A COLOR AND THE COLOR ON EACH SIDE OF ITS COMPLIMENT

--	--	--	--	--

NEUTRAL COLORS

COLORS NOT ON THE COLOR WHEEL
WHITE, BLACK, GRAY, BEIGE, BROWN

Color Wheel



Fill in the color wheel above.





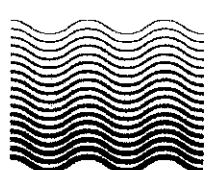


Color the outer spaces with the *HUE*, or color.

The second row should be the color (hue) mixed with black. This makes a *SHADE*.

The inner row is for the *TINTS* of the colors - the hue mixed with white.



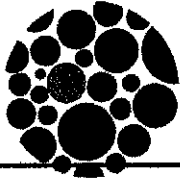

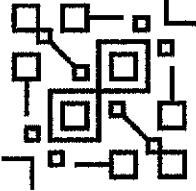

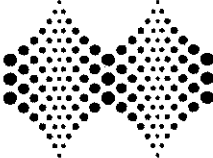

The Elements of Art

The building blocks of making art

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
Shape		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
Color		Color is perceived by the way light reflects off a surface. There are three properties of color: hue (color name), intensity (strength/purity), and value (lightness and darkness).
Value		Value describes the lightness or darkness of a surface.
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
Space		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.

The Principles of Design

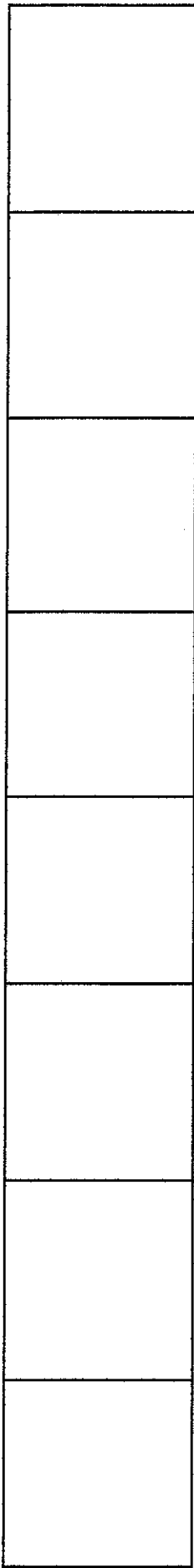
The tools to plan and organize artwork

Balance		Balance is the distribution of visual weight in an artwork. The three types of balance are symmetrical (two sides are the same), asymmetrical (two sides are different but visually weighted equally) and radial (design emerges from center point).
Contrast		Contrast is the difference between elements in a composition. This can happen through a variety of elements such as value change, size difference, etc.
Emphasis		Emphasis is the creation of a focal point in an artwork. Emphasis draws the viewer's eye to particular areas of the artwork first.
Pattern		Pattern decorates the artwork with regularly repeated elements such as shapes or color.
Unity		Unity means that all elements within the artwork are in harmony. Variety within elements adds interest to the composition.
Movement		Movement is how the eye travels through an artwork. Movement can lead the viewer from one aspect to another within the composition.
Rhythm		Rhythm is the regular repetition of elements such as line, shape and forms to create interest and consistency.
Proportion		Proportion is how objects of different sizes relate to each other.



VALUE SCALE

LIGHTEST
VALUE



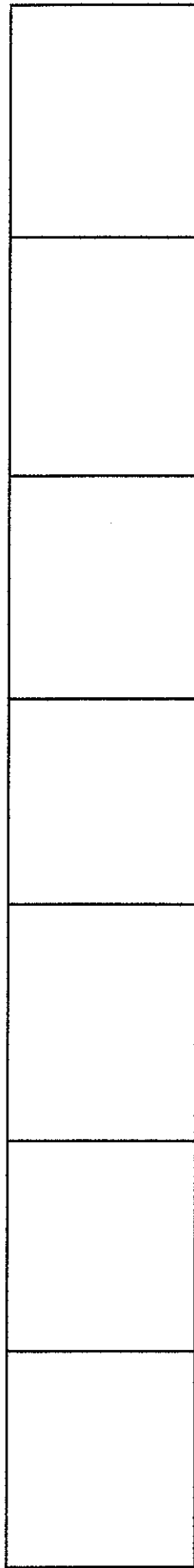
DARKEST
VALUE

EXAMPLE



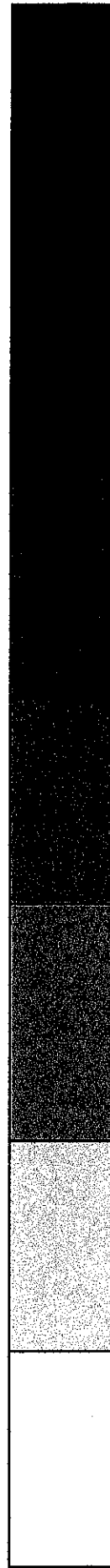
COLORS HAVE VALUE TOO!

LIGHTEST
VALUE



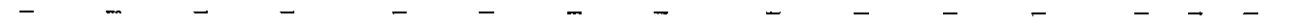
DARKEST
VALUE

EXAMPLE



Note Identification Exercise

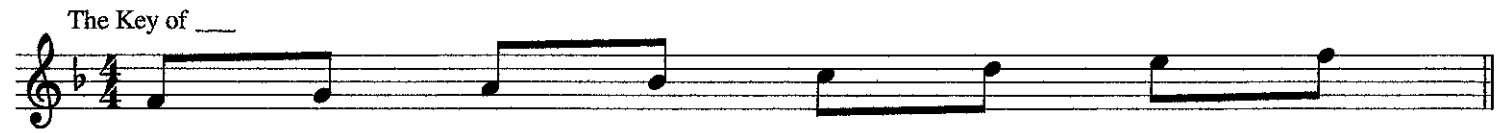
for Middle School



Key Identification Worksheet

for High School

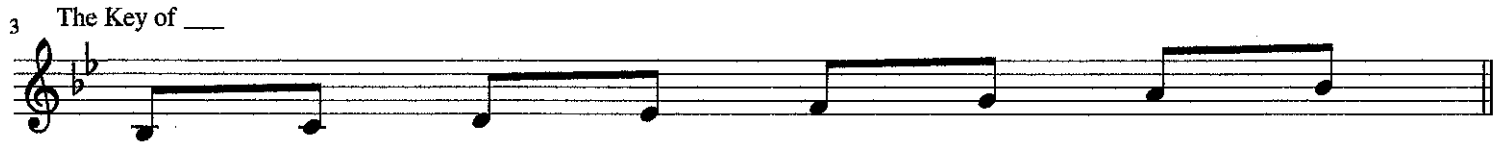
1 The Key of ____



2 The Key of ____




3 The Key of ____



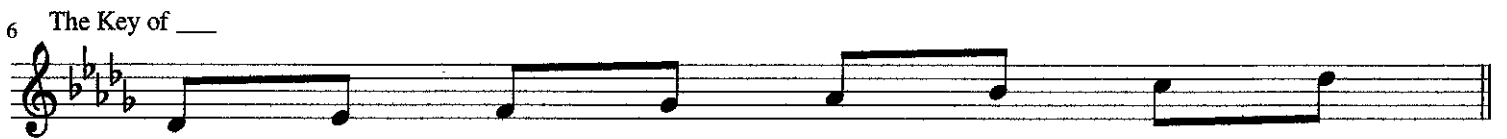
4 The Key of ____



5 The Key of ____



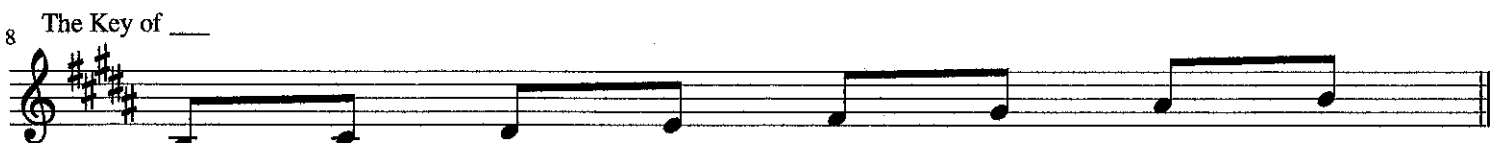
6 The Key of ____




7 The Key of ____



8 The Key of ____



9 The Key of ____



10 The Key of ____



Google Drawings Basics for ICT Classes



Google Drawings

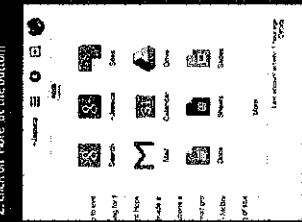
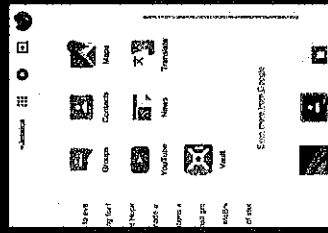
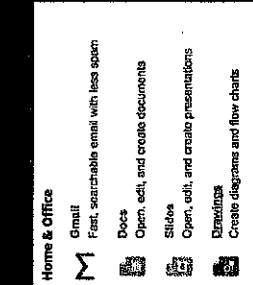
- Where is the Google Drawings app?
- How do I use it?
- How do I save & share a Google Drawing?
- How does it relate to my other Google apps?



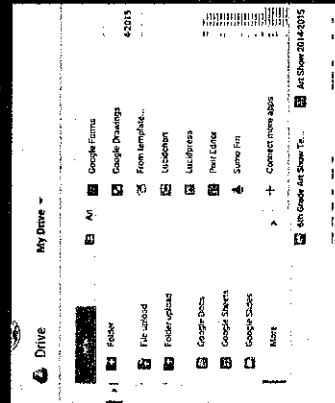
Where is the Google Drawings App?

From your Gmail window:

1. Click on Apps (nine boxes)
2. Click on 'More' at the bottom
3. Click on 'See More' at the bottom
4. Drawings is located under Home & Office (Ctrl+F and search Drawings)



Where is the Google Drawings App? Or, alternatively, from your Google Drive:



1. Click the 'New' button
2. In the dropdown menu, go to 'More at the bottom'
3. Choose Google Drawings

When you have a new Google Drawing open:

Bename it: Share it, collaborate, edit, view, etc.

Resize it: File, Page Setup, then choose dimensions in inches or pixels or

Drag gray triangle on bottom right of page

Checkered pattern means that your background is transparent.

Toolbar Overview

Undo and Redo: Undo and/or redo last edit.

Paint format: If you format a shape to have a certain line, color, thickness, etc., clicking the roller icon will automatically format other shapes the same way by clicking on them.

Zoom to Fit: If you're super zoomed in on something, clicking this icon will auto-zen your drawing to fit the screen.

Zoom: Click this icon then click anywhere on your drawing to zoom in.

Google Support Resource: Formatting Your Drawings

Toolbar Overview

Insert Line: Click this icon, click and drag in drawing; formatting options will appear.

Insert Shape: Choose shape, click and drag in drawing; then formatting options will appear (change color, outline, transparency).

Insert Text Box: Click this icon then click and drag anywhere on your drawing to insert a text box; standard formatting options will be shown.

Insert Image: Choose from your computer, your Drive, from a webpage, from camera on your computer, etc.

Insert Comment: Comment in real-time if you're collaborating on a drawing or make reminders/notes for yourself.

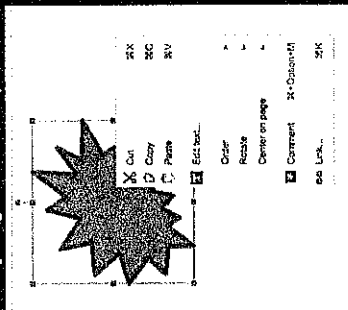
Fill color, Line color, Line Weight, Line Style

Try adding a shape to your Google drawing.

Insert Shape: Choose shape, click and drag in drawing; then formatting options will appear (change color, outline, transparency).

Manipulating Shapes in Google Drawings

When you 'right-click' on a shape:

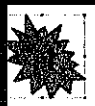


Cut: The object will be removed from the drawing, stored on your clipboard to be pasted elsewhere.

Copy: The object will be remain on your drawing, but a second copy will be placed on your clipboard to be pasted elsewhere.

Paste: This will drop the object already on your clipboard.

Edit Text: You can type text directly into the shape.



Order: Determines order of the layering of objects; move objects forward or backwards to overlap.

Rotate: Rotate 90 degrees, flip horizontally or vertically, text also will rotate.

Center on Page: Moves shape to be centered either vertically or horizontally on drawing.

Comment: You can comment on the drawing. To comment directly to a viewer, type a + then their gmail name.



Try adding an image to your Google drawing.

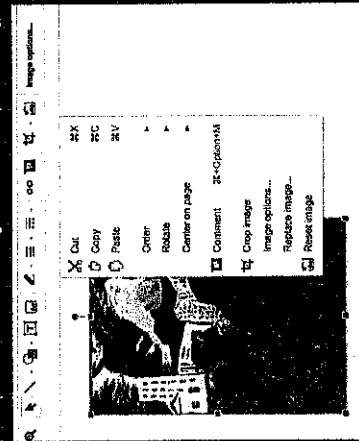


Insert Image: Choose from your computer, your Drive, from a webpage, from camera on your computer, etc.



Manipulating Images in Google Drawings

When you 'right-click' on a image, a menu will drop down: (these options are also accessible along the toolbar at the top of the drawing)



Crop Image: This will show moveable black dashes along the edges and corners of the image to crop it.

Image Options:

- Recolor (make image monochromatic)
- Transparency (opacity of the image)
- Brightness/Contrast
- Reset (undo all edits)

Other Uses:

Holding 'Shift' while resizing an image will maintain size ratio

Holding 'Shift' when rotating (using small blue circle at the top of the image) will snap to 15 degree increments

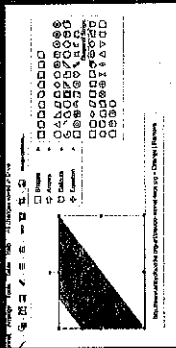
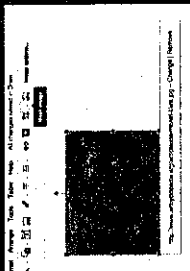
Holding 'Option' (on a Mac) then clicking and dragging an image will duplicate it, leaving original image where it is

Manipulating Images in Google Drawings

Tools + Research, Select 'Images' as your preferred search results; this will allow you to search for images and easily drag and drop them (with links to image web location) into your drawing



Mask an image to a shape:
Small arrow beside Crop icon; this will allow you to change the shape of the image. The yellow dot provides an additional editable dimension of your shape.

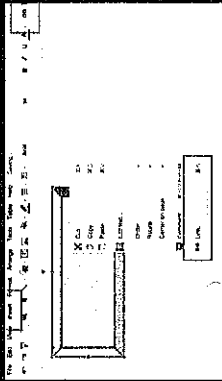
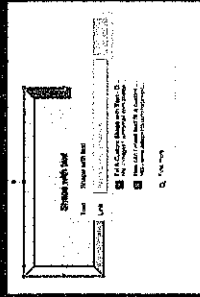
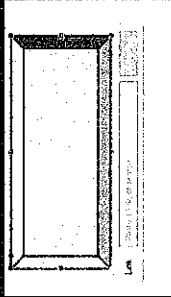


Creating Links in Drawings

An advantage of Google Drawings is that you can make any object, text, or image into a link.

The link can be to a specific web page or another Google Doc.

To create a link, either right-click the shape/text/image and select 'link...' or highlight the shape/text/image and then click on the link icon on the toolbar or use the 'insert' drop-down menu and choose 'link'.

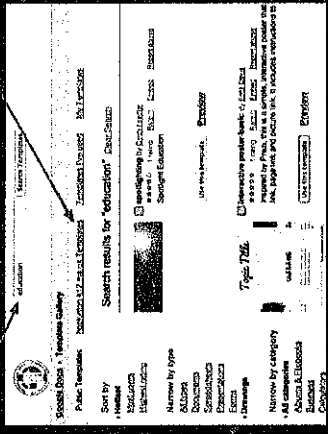
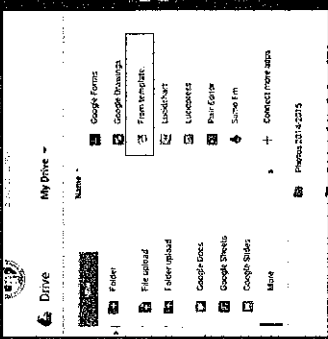


Google Drawings Templates

A template is a Google drawing that is pre-made at some level. Templates can be elaborate or simple. You can shop the web for existing templates to get you started, or you can save a Google drawing as a template to either use again or offer to others with HPS.

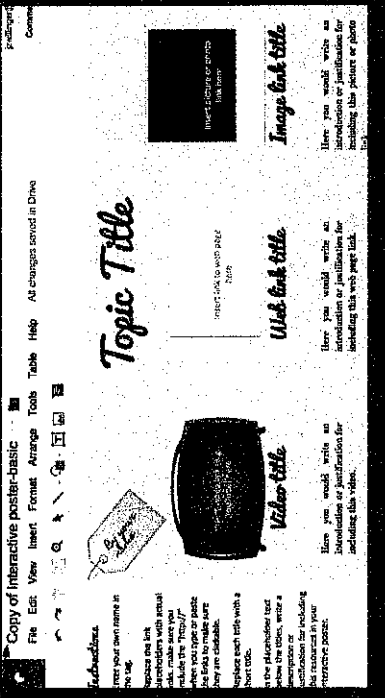
Choose when you want to search public, within the HPS domain, or your own templates.

Search for subject specific templates



Example Google Drawings Template

From the template gallery, after you click 'Use this Template', you will see a new drawing open with the title 'Copy of - Template Name'. Rename it by clicking on the filename.

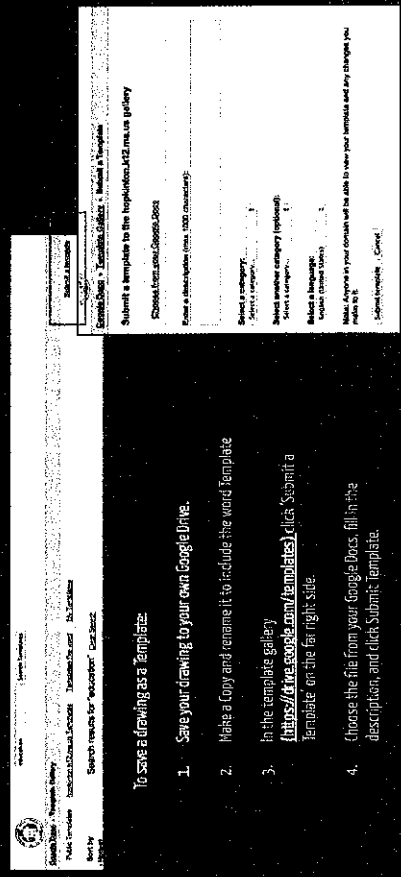


This template came with instructions for you and/or your students about which fields should be edited, etc.

Saving a Google Drawing as a Template

To save a drawing as a Template:

1. Save your drawing to your own Google Drive.
2. Make a copy and rename it to include the word 'Template'.
3. In the template gallery (<https://drive.google.com/templates>), click 'Submit a Template on the far right side'.
4. Choose the file from your Google Docs, fill in the description, and click 'Submit Template'.



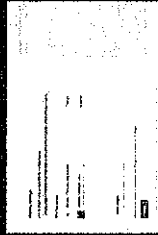
Other ways to save and share your Google Drawings

A few options:

1. Save your drawing in your personal Google Drive (changes are automatically saved in Drive, but you should check into which folder your drawing is being saved).
2. Save your drawing as a template in the TFS gallery (previous slide).
3. Share your drawing by clicking the blue icon that says Share with a lock icon next to it. You can share with individual people, groups, with anyone who has the link, or with the public. You can also designate who can edit, view, etc.

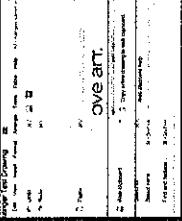
4. Download your Google Drawing to your computer in a variety of file formats by clicking down the File menu and hovering over Download AS and choosing the file type you'd like to use.

5. Save your drawing to your Web clipboard to insert into another Google Doc. See next slide.

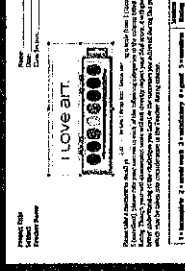


Web Clipboard to insert your Google Drawing elsewhere

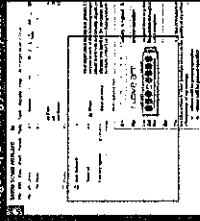
1. In your Drawing, choose the Edit drop-down, then hover over Web clipboard, then select Copy entire Drawing to Web Clipboard.



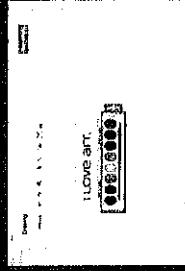
2. Once you have inserted your Drawing into the document, you can resize and reposition it.



3. Open another Google Doc, choose the Edit drop-down menu, then hover over Web clipboard, then select the Image/Shape/Drawing you want to paste.

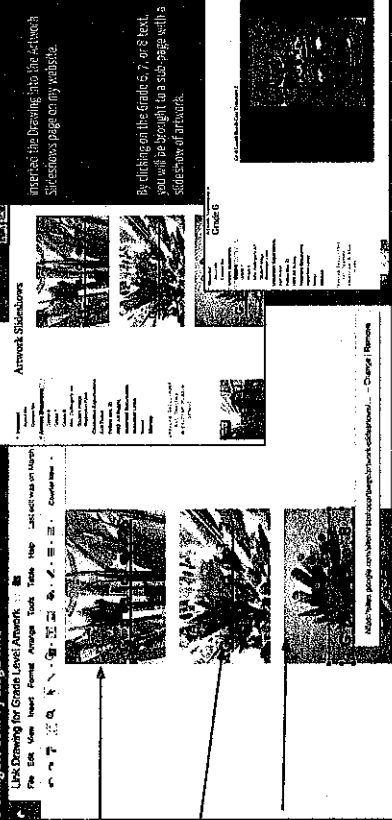


4. If you decide to add the Google Drawing that you inserted, it will open a small version of your drawing that you can edit, without having to switch into the back to your original drawing.



My Use of Google Drawings

This is a Google Drawing stored in my Google Drive



Images found on the web

Changed transparency to contrast with text

Added text box and hyperlinked to a specific page on my classroom website

inserted the Drawing into the Activestylesheet page on my website.

By clicking on the Grade 5, 7, or 8 text, you will be brought to a sub-page with a slideshow of artwork.

Computer Parts

Can you name all these computer parts? Use the words below and the descriptions for clues.

mouse

hard drive

CD rom

monifor

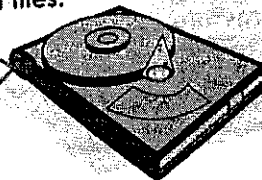
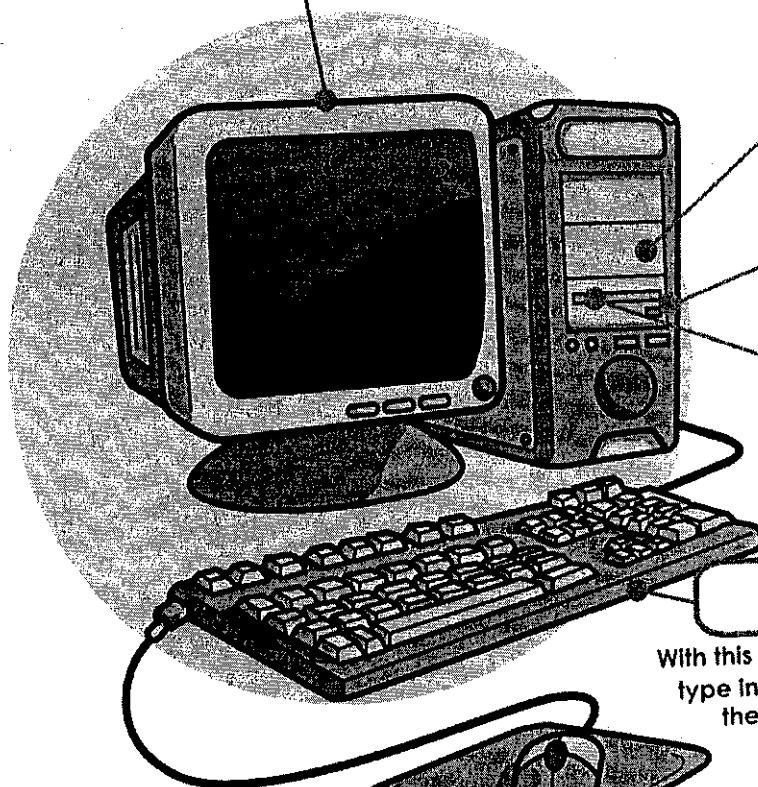
USB port

keyboard

printer

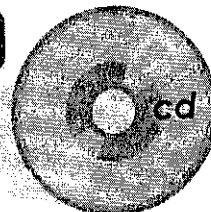
This is the screen that lets you see what you're doing on the computer.

This is inside your computer and stores all your files.

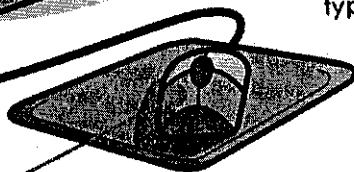


You can plug your keyboard and other computer devices into this.

This lets you play CDs that can hold music, video and other types of files.

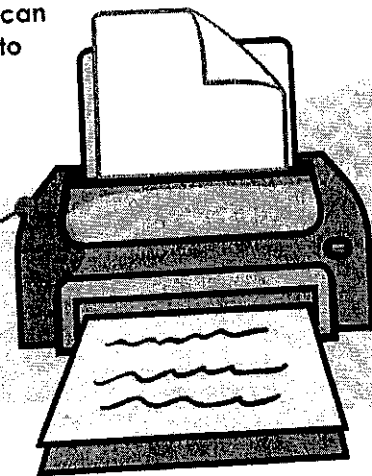


With this device you can type information into the computer.



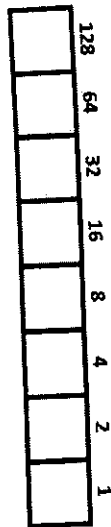
This device is your digital hand inside the computer.

This device lets you print your pictures, stories or artwork.



BINARY GRID PUZZLES

HOW IT WORKS:
Binary Code (up to 255)

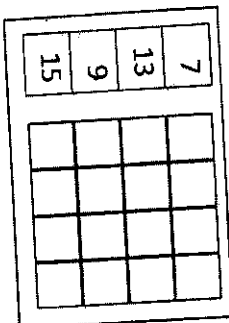


Example: 181 =

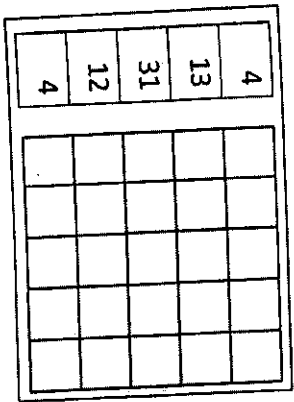
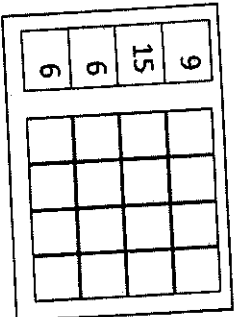
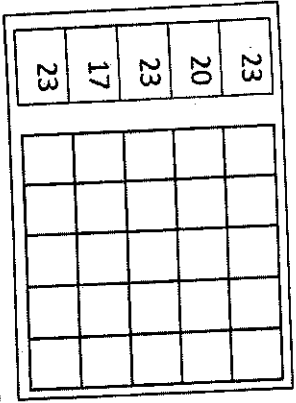
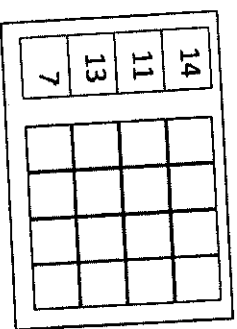
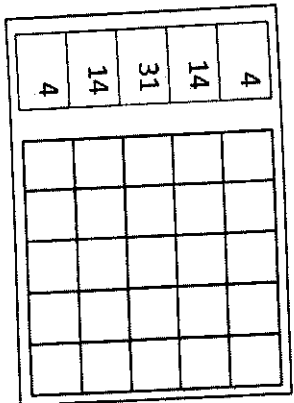


COLOR IN THE SQUARES TO ADD UP TO THE NUMBER FOR EACH ROW.

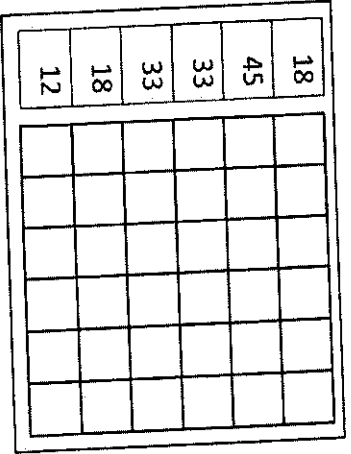
4 X 4



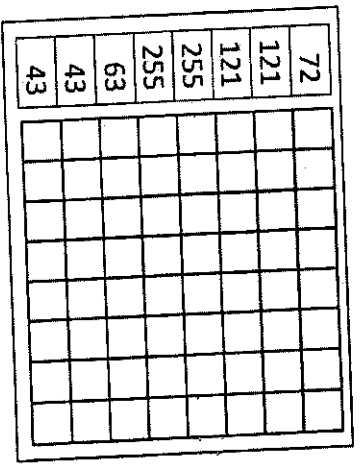
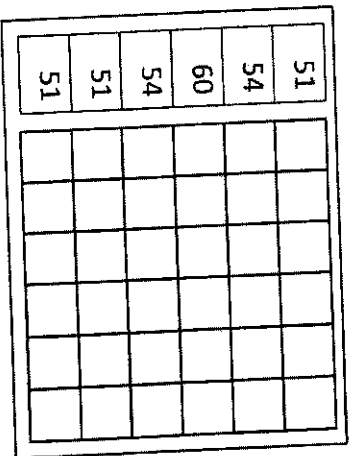
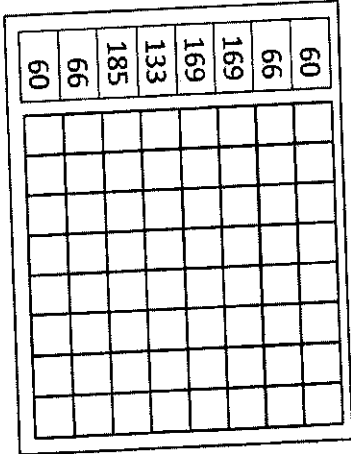
5 X 5



6 X 6



8 X 8



Binary Review

Let's practice some binary decoding and encoding. Using the simple alphabet code below, decode the message on the left. For the message on the right, encode the letters into the proper binary numbers. The first one is done for you.

1	2	3	4	5	6	7	8	9	10	11	12	13
a	b	c	d	e	f	g	h	i	j	k	l	m
14	15	16	17	18	19	20	21	22	23	24	25	26
n	o	p	q	r	s	t	u	v	w	x	y	z

16	8	4	2	1	
0	0	0	1	0	b
0	1	0	0	1	
0	1	1	1	0	
0	0	0	0	1	
1	0	0	1	0	
1	1	0	0	1	

0	1	1	0	1	
0	0	0	0	1	
0	1	0	1	1	
0	0	1	0	1	
1	0	0	1	1	

1	0	0	1	1	
0	0	1	0	1	
0	1	1	1	0	
1	0	0	1	1	
0	0	1	0	1	

16	8	4	2	1	
0	0	0	1	1	c
					s

					i
					s

					f
					u
					n

					t
					o

					l
					e
					a
					r
					n

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ICT I & II: Social Media

S Y F T S W Y Y E I Q E S L S
M E N A I O O L N N L X M M N
A N C K C U C S L G I Q G L A
R S I A T E T I O A V V N K P
T C J U P A B O A Q C T R Q C
P P B I G S G O T L F I H D H
H E L R N C Y T O P M O S E A
O X A I H C C M Y K I E R U T
N M T S E R E T N I P T D U M
E F L I P A G R A M X S S I M
R E T T I W T P B F M A K C A
T U M B L R Z J T N I C Y U H
A P P L I C A T I O N D P Q B
R L G O L B A Q W L L O E G S
D B Q C O H W X Z S N P K J H

APPLICATION
FLIPAGRAM
INSTAGRAM
PINTEREST
SMARTPHONE
TUMBLR
WIKI

BLOG
FORUM
MUSICALLY
PODCAST
SNAPCHAT
TWITTER
YOUTUBE

FACEBOOK
GOOGLE
MYSPACE
SKYPE
SOCIALMEDIA
VINE