

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 7



Grade 7 eLearning Guide – Week 1

Math: Personal Financial Literacy

- Students will learn how to determine their monthly net income
- Students will learn how to calculate a monthly budget
- Students will be able to plan a family budget
- [Click here for HIGH SCHOOL content.](#)

Science: Cells

- Understand how different environments support living organisms
- Understand what a biome is
- Understand abiotic and abiotic components of biomes

Language Arts: The Value of Youth

- Students will watch videos to activate background knowledge
- Students will analyze a realistic fiction text for theme and character motivation
- Students will read a nonfiction article to determine the author's claim and purpose
- Students will brainstorm responses to discussion questions to deepen their understanding of the themes presented in the texts

Social Studies: Cattle, Cotton, and the Railroad

- Explain the political impact of the agricultural industry on Texas from Reconstruction to the beginning of the 20th century
- Explain the social impact of the agricultural industry on Texas from Reconstruction to the beginning of the 20th century
- Explain the economic impact of the agricultural industry on Texas from Reconstruction to the beginning of the 20th century
- Explain how cotton, cattle and railroads contributed to the growth of Texas

Grade 7 eLearning - MATH

Objectives

- Students will learn how to determine their monthly net income.
- Students will learn how to calculate a monthly budget.
- Students will be able to plan a family budget.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Your student is exploring a range of topics from net income and budgeting.
- Have your child complete the tasks below.
- Have conversations with your child about earning money, managing money, and thinking about their future.

For Students

Monthly Income

- [Task 1](#) - Calculate the Monthly Net Income, categorize monthly expenses, and complete budget worksheet. ([Answer Key](#))

Monthly and Family Budget

- [Task 2](#) - Complete the Monthly Budget worksheet ([Answer Key](#))
- [Task 3](#) - Texas Reality Check - create your own post high school budget using:
 - <http://www.texasrealitycheck.com>
- [Task 4](#) - Family Budget Estimator ([Possible Answer Key](#))

Additional Resources

Looking for more math?

- [Study Jams](#)
- [Cool Math Games](#)

Grade 7 eLearning - SCIENCE

Objectives

- Students will describe how different environments support different varieties of organisms
- Students will define what a biome is and research the abiotic and biotic components of three biomes of their choice
- Students will define Biodiversity and its importance to the ecosystem
- Students will use mathematical data of a microhabitat scenario to explain the relationship between abiotic and biotic components

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Ask your student to tell you what an organism (a living thing that is able to grow and reproduce) and environment is. (the place where an organism lives)
- Ask your student to define ecosystem (the living and non-living factors that work together and interact in an area) and describe the biotic (living) and abiotic (non-living) components.
- Your student needs access to a device to see resources for the Biomes research. If possible, print a copy of the [Student Journal](#) to record their research. Students submit their learning on a discussion board in itslearning. See itslearning link in resources.
- Ask your student about Biodiversity (the number of species of plants and animals in an area) What does it mean? and Why is it important to us?
- Your student can read "[Biodiversity and the Ecosystem](#)" online. If possible, please print the comprehension questions at the bottom of the article for your student to complete.
- Ask your student to describe a microhabitat (a very small specialized habitat, such as a space under a rock) that is around where you live (yard, garden, park, etc.)

For Students

- (Day 1) Students view the [Ecosystems and Environment slideshow](#) while completing the [Ecosystems and Environment student page](#). the link. Write your answers on a sheet of paper or in your notebook. ENGAGE
- (Day 2 & 3) Using the information found on the [World Biomes MAP](#) and the [Biomes Descriptions](#), students use the [Biomes Research Student Guide](#) and [Student Journal](#) to research three types of Biomes, one from each of the categories listed below:
Terrestrial Biomes - Forest, Desert, Tundra, Grassland
Freshwater Biomes - Pond, River, Lake, Stream
Marine Biomes - Coral Reef, Salt Marsh, Estuary, Shoreline/Ocean
Once students have completed their research, they will submit their pictures and summaries in itslearning. EXPLORE
- (Day 4 & 5) Students read [Biodiversity and the Ecosystem](#) and answer the comprehension questions at the end. EXPLAIN
- Students complete work on [Microhabitat Environments - Math Connections](#). Record the data presented on the introduction of a pesticide and the number of insects within a microhabitat. Students will describe the relationships that are found in the results and generate a pie chart of these results. ELABORATE

Resources

- StudyJams; <http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/ecosystems.htm>

Grade 7 eLearning - LANGUAGE ARTS

Objectives

- Students read multiple poems that share a common theme.
- Students analyze poetry in regards to figurative language, theme, and message.
- Students compare and contrast two texts on a similar theme.

Essential Question

- Why should we value our youth?

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- If you have access to a printer, print the tasks below. If you do not have printer access, students can access the texts online.
- Have your student read each text and answer the questions. *If your student needs assistance with reading, see the note about CommonLit in the "Resources" section below.*
- For the more difficult questions and the comparative task, encourage your student to discuss and brainstorm their ideas.
- If students complete writing tasks, encourage them to read what they've written aloud and revise their work for clarity.
- Complete this process for all lessons.

For Students

- [Task 1](#): Watch the *TED Talk* video titled "Does Money Make You Mean?" In one sentence, state the author's main message.
- [Task 2](#): "The Stolen Party"
- [Task 3](#): Watch "Tinkerstar: Alexis Lewis." After you watch, answer the questions: What qualities or characteristics does Lewis exhibit that are important to being an inventor? Do you possess any of these qualities? Have you ever considered yourself an inventor?
- [Task 4](#): "Teenage Inventor Alexis Lewis Thinks That Kids Have the Solutions to the World's Problems"
- [Task 5](#): Visit Alexis Lewis's website to learn more about her inventions and her support for *Invent101*. Read more about the Bamboo Travois, and watch the videos of her testing her inventions.
- Extension Activity:
 - Read a book for 30 minutes, 2-3 times a week.
 - [Log](#) to keep track of reading.

Resources

- [CommonLit](#) is offering free [parent accounts](#). Many of the reading assignments above come from CommonLit. If your student needs assistance with the readings, create an account, search for the article by title, and click the "Read Aloud" button.
- [Sora](#) is a free app with books and reading resources for students. Log in with SBISD credentials.
- [Noredink](#) is a free online writing platform. Students should start with the modules for "Sentences, Phrases, and Clauses."

Grade 7 eLearning - Social Studies

Objectives

- Explain the political impact of the agricultural industry on Texas from Reconstruction to the beginning of the 20th century.
- Explain the social impact of the agricultural industry on Texas from Reconstruction to the beginning of the 20th century.
- Explain the economic impact of the agricultural industry on Texas from Reconstruction to the beginning of the 20th century.
- Explain how cotton, cattle and railroads contributed to the growth of Texas.

Essential Question

- How did Cattle, Cotton, and the Railroad impact 20th Century Texas?

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- If you have access to a printer, print the tasks below. *If you do not have printer access, have your student read the texts/view the images on their device and then copy the questions by hand onto lined paper.*
- Have your student read each text and answer the questions.
- For the more difficult questions, discuss and brainstorm ideas with your student prior to answering the questions.
- After students have completed the writing tasks, encourage them to read what they've written aloud to help them revise their work for clarity.
- Repeat this process for all tasks.

For Students

- [Task 1](#): Images of Native Americans in Texas
- [Task 2](#): Cynthia Ann Parker text
- [Task 3](#): Image of Cattle and Railroads
- [Task 4](#): The History of Railroads in Texas
- [Task 5](#): Buffalo Soldiers
- [Task 6](#): Cattle Frontier

Resources

- [Bullock Museum](#): History of Texas Timeline