

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 8



Grade 8 eLearning Guide – Week 4

Math 8 and 8 preAP: Personal Financial Literacy

- Students will investigate the four most frequently used methods of payment: debit cards, credit cards, online banking, and cash.
- Students will learn the advantages and disadvantages of methods of payment.
- Students learn how to make important financial decisions.

Math 8 and 8 preAP have this unit in common.

Link for students taking upper grade courses: [High School Math](#)

Science: Origin of the Universe

- Students will research how scientific data is used as evidence to develop theories to describe the origin of the universe.

Language Arts: Dystopian Fiction

- Students will study the dystopian genre and compare the portrayals to more realistic texts. Do dystopian texts predict our futures?

Social Studies: The Lasting Impact of the Civil War and Reconstruction

- Students will analyze primary and secondary sources to help them respond to the essential question, "How did the Civil War and Reconstruction affect the lives of future generations of Americans?"

Grade 8 eLearning Guide - MATH

Objectives

- Students will investigate the four most frequently used methods of payment: debit cards, credit cards, online banking, and cash.
- Students will learn the advantages and disadvantages of methods of payment.
- Students will learn how to make important financial decisions.

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Your child is exploring topics ranging from methods of payment, advantages, and disadvantages of each, and how to make important financial decisions.
- Have your child complete the tasks below.
- Revise work as needed.
- Complete this process for all tasks.

For Students

Methods of Payment

- [Task 1: Methods of Payment \(Answer Key\)](#)
- [Task 2: Create an Interactive Notebook \(Answer Key\)](#)

Financially Responsible Decisions

- [Task 3: Responsible Financial Behaviors \(Answer Key\)](#)
- [Task 4: Scenarios \(Answer Key\)](#)

Resources

- If you can access your math class adaptive software, please do!

Grade 8 eLearning Guide - SCIENCE

Objectives

- Students examine how the evidence of Red Shift can be used to describe the origin of the Universe.
- Students will research how scientific data is used as evidence to develop theories to describe the origin of the universe.

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Ask your student to tell you about how astronomers use data they have collected about the Universe to explain how the Universe was formed.
- Check on your student, as they will be using information from websites to research a scientist who contributed to the Origin of Universe theories.
- Watch some of the videos with your students and talk about what was in the video.

For Students

- Students Observe the Universe Components on the [Origins of the Universe](#) document and use prior learning to answer the question prompts. ENGAGE
- [Origins of the Universe](#) - Watch the video and write down what you learn about the explosion that started it all and how the Universe grew from the size of an atom to encompass everything in existence today.
- Students EXPLORE the evidence and findings of the Universe of Astronomers and other scientists. Students are given the beginning of the story scenario and through their research will tell the rest of the story using the [Origin of the Universe Student Journal](#). There are 8 questions that have been proposed on the [Origins of the Universe Research Project](#). The student chooses one question of their choice to research using the [Origins of the Universe Research Websites](#). The student presents their research findings as directed by their teacher.
- Watch [Big Bang](#) in Brainpop (UserName: springbranchisd_12 / Password: sbisdbp)
- Students read [Origins of the Universe](#) and EXPLAIN the evidence that supports the Big Bang Theory. (STEMScopedia) [KEY](#)

Resources

- [A Brief History of the Universe](#) - This video is an overview of those first few minutes (yes, MINUTES) of the universe's life.
- Additional reading for [Origins of the Universe](#), includes a check for understanding.
- Discovery Education Reading - [Origin of the Universe](#)

Grade 8 eLearning Guide- LANGUAGE ARTS

Objectives

- Students will read a nonfiction article to determine the author's claim and purpose.
- Students will read and analyze fiction and nonfiction with central ideas connected to society and the future.
- Students will analyze a poem text for figurative language and tone.

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

Essential Question

- How do authors, including dystopian fiction authors, depict the future of our society?

For Parents

- If you have access to a printer, print the texts 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 have written aloud and revised their work for clarity.
- Complete this process for all lessons.

For Students

- [Task 1](#): "Someone Might Be Watching: An Introduction to Dystopian Fiction"
- [Task 2](#): "Examination Day"
- [Task 3](#): "Autumntime"
- [Task 4](#): "Technology Haiku"
- [Task 5](#): "Why are Bees Vanishing?"
- Extension Activity:
 - Read a book for 30 minutes.
 - [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 “Body Paragraphs: Claims, Evidence, and Reasoning.”

Grade 8 eLearning Guide – SOCIAL STUDIES

Objectives

- Students will analyze primary and secondary sources to help them respond to the essential question, “How did the Civil War and Reconstruction affect the lives of future generations of Americans?”

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher’s itsLearning course, for a grade.

Essential Question

- How did the Civil War and Reconstruction affect the lives of future generations of Americans?

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- Have your student read each text and answer the questions/follow the directions for each task.
- For the more difficult questions, encourage your student to discuss and brainstorm their ideas.
- Encourage your student to read what they have written aloud and revised their work for clarity.
- Complete this process for all lessons.

For Students

- [Task 1](#): Image Analysis
- [Task 2](#): The Compromise of 1877
- [Task 3](#): The Effects of Reconstruction
- [Task 4](#): An Era Ends - Written Response
- [Task 5](#): An Era Ends - Written Response II

Resources

- [Compromise of 1877](#) (video)
- [Encyclopedia Britannica](#)
- [History.com](#)