

SPRING BRANCH ISD

**DIGITAL  
BACKPACK**

**GRADE 7**



## Grade 7 eLearning Guide – Week 4

### Math 7 and 7 preAP: Compare Dot Plots and Box Plots

- Students will be able to compare dot plots.
- Students will be able to compare box plots.

**Math 7 and 7 preAP have this unit in common.**

**Link for students taking upper grade courses: [7 preAP](#) or [High School Math](#)**

### Science: Ecological Succession

- Students will describe the role of ecological succession in the environment.
- Students will differentiate between primary and secondary succession.

### Language Arts: School Dress Codes

- Students will conduct mini-research to determine whether school mandated dress codes are fair to the students who must abide by them.

### Social Studies: Native American Civilizations

- Students will summarize theories regarding the arrival of the first human inhabitants of the Americas.
- Students will compare and contrast the cultural characteristics of civilizations that lived in the Western Hemisphere.
- Students will explain how various Native American cultures, including the Arctic (Inuit), Plains (Lakota), and Eastern Woodlands (Iroquois), adapted to their surroundings.

# Grade 7 eLearning Guide – MATH

## Objectives

- Students will be able to compare dot plots.
- Students will be able to compare box plots.

**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 student is comparing dot plots and box plots.
- Have your student watch the video in task 1 and complete the notes page during the video.
- Have your student complete Tasks 2 and 3.
- Have your student complete the remaining tasks.
- Revise work as needed.
- Have your student watch the video in task 4 and complete the notes page during the video.
- Have your student complete the remaining tasks.
- Revise work as needed.

## For Students

### Dot Plots

- [Task 1:](#) Comparing Dot plots video [\(Notes Page\)](#)
- [Task 2:](#) Comparing Data Displayed in Dot Plots [\(Answer Key\)](#)
- [Task 3:](#) Comparing Dot Plots [\(Answer Key\)](#)

### Box Plots

- [Task 4:](#) Comparing Box plots video [\(Notes Page\)](#)
- [Task 5:](#) Comparing Data Displayed in Box Plots [\(Answer Key\)](#)
- [Task 6:](#) Comparing Box Plots [\(Answer Key\)](#)

## Resources

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

# Grade 7 eLearning Guide – SCIENCE

## Objectives

- Students will describe the role of ecological succession in the environment.
- Students will differentiate between primary and secondary succession.

**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

- Parents ask your students to describe the difference between primary succession and secondary succession.
- Talk with your student about places in your community where succession is occurring. Does your family plant a garden each year? What happens? Did you ever go to the Astroworld amusement park? Have you looked at what that land looks like now? [What happened to Astroworld](#)

## For Students

- Students ENGAGE in this concept by completing [Ecological Succession of a Pond](#).
- Students EXPLORE by using the [Ecological Succession](#) student journal. They will describe the sequence of succession of a microhabitat scenario and order [Succession after a Forest Fire](#) picture in this activity.
- Students complete the 5E lesson on the [Ecological Succession](#) page on Texas Gateway for online resources. Use the [Ecological Succession Two Column Notes](#) to complete the EXPLAIN section of your work. You will stop when you reach the Teacher Notes section of the page.
- Students watch the [Succession Song](#). Listen and sing along with the words. Write down the differences between primary and secondary succession.

## Resources

- [Ecological Succession of a Pond - Answer Key](#)
- Here is some additional videos about Ecological Succession:
  - [Primary vs. Secondary Succession](#)
  - [Ecological Succession: Change Is Good](#)

# Grade 7 eLearning Guide – LANGUAGE ARTS

## Objectives

- Students will research online and synthesize different articles on the same topic.
- Students will evaluate both sides of an issue and pick a side with which they agree.
- Students will write an argumentative essay and provide evidence that supports their side.

**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

- Are school dress codes fair?

## For Parents

- The readings for these lessons are intended to serve as an inspiration and specific examples for the essay assigned in Task 5.
- Provide paper, pencil, and any other tools that the child needs to write.
- The argument essay should not exceed 1 written page in length (single-spaced).
- Lined paper can be printed for Task 5 or use lined paper that you have at home. This essay also could be completed on a word processor such as Microsoft Word or Google doc.

## For Students

- Task 1: Explore the topic of dress code in schools and whether or not it is fair to students. Read 2-3 of the following articles and take notes:
  - ["Are School Dress Codes Fair?"](#)
  - ["What are the benefits of the school dress code?"](#)
  - ["Arguments Against School Dress Codes"](#)
  - ["19 School Dress Code Pros and Cons"](#)
  - [School Dress Code - FindLaw](#)
- Task 2: Conduct your own online search, and gather more information on the topic. For example, you might go to a reputable news site like [ABC News](#) and use the search bar to search for "school dress code."
- Task 3: Create a T-chart with dress code Pros on one side and Cons on the other.
- Task 4: Choose the side you feel you can support. Then choose 3 ideas that support your thinking. Think or talk to someone about your reasoning.
- [Task 5](#): Write a 1-page essay explaining why dress codes are fair or are not fair. Make sure you:
  - State your side: "I believe school dress codes are/aren't fair to students."

- Name and explain your reasons.
  - Include examples from the readings or personal experiences to back up your claim.
- Extension Activities:
  - Read a book for 30 minutes.
  - [Log](#) to keep track of reading.

## **Resources**

- [CommonLit](#) is offering free [parent accounts](#).
- [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 Guide – SOCIAL STUDIES

## Objectives

- Students will summarize theories regarding the arrival of the first human inhabitants of the Americas.
- Students will compare and contrast the cultural characteristics of civilizations that lived in the Western Hemisphere.
- Students will explain how various Native American cultures, including the Arctic (Inuit), Plains (Lakota), and Eastern Woodlands (Iroquois), adapted to their surroundings.

**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 Native American societies modify and adapt to their surroundings?

## 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.
- This week, your student will read texts about the Native Americans of early America. They will use the process of annotation as they read the texts to note details.
- Your student will use what they have learned from their readings and annotations to help them complete tasks 4 and 5.

## For Students

- [Task 1](#): National Museum of the American Indian
- [Task 2](#): Animals Create the World
- [Task 3](#): The Ancestral Pueblo
- [Task 4](#): The Native American Cultures
- [Task 5](#): The Native American Cultures - Written Response

## Resources

- [The First Americans](#) (video)
- [Native American Cultures](#) (video)