

SPRING BRANCH ISD

**DIGITAL  
BACKPACK**

**GRADE 8**



## **Grade 8 eLearning Guide – Week 6**

### **Math: Combining Like Terms**

- Students will combine like terms in expressions with and without the distributive property.

**Beginning Week 5 all high school courses will be conducted through your math teacher.**

### **Science: Local Weather**

- Students explain how global patterns of atmospheric movement influence local weather.
- Students identify high and low pressures and fronts on weather maps and predict what happens to local weather as a result of these events.

### **Language Arts: Is Greed Good?**

- Students will synthesize information from film and expository texts to form and defend their own opinion.
- Students will write an argumentative essay using evidence and reasoning from multiple sources.
- Students will locate and evaluate text evidence to support their argument.

### **Social Studies: Reconstruction: Continuity or Change?**

- Students will analyze the successes and failures of Reconstruction.
- Students will compare the influence of the political parties on elections across time.

# Grade 8 eLearning Guide - MATH

## Objectives

- Students will combine like terms in expressions with and without the distributive property.

**Note: Beginning the week of April 14, 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 will be able to combine like terms in expressions.
- Have your student complete the tasks below.
- Revise work as needed.

## For Students

- [Task 1](#): Combining Like Terms in Expressions ([Answer Key](#))
- [Task 2](#): Combining Like Terms with Distributive Property ([Answer Key](#))

## Resources

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

# Grade 8 eLearning Guide - SCIENCE

## Objectives

- Students explain how global patterns of atmospheric movement influence local weather.
- Students identify high and low pressures and fronts on weather maps and predict what happens to local weather as a result of these events.

**Note: Beginning the week of April 14, 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 factors that are involved in the Local weather that we experience.
- Help your students to learn the terms and their meanings with the [Local Weather Picture Vocabulary](#)

## For Students

- Students ENGAGE in the [Introduction to Weather](#) activities.
- Students EXPLORE how air masses interact at front lines on the [Make it Rain online interactive](#)
- Students use [Local Weather Picture Vocabulary](#) and the [Local Weather Student Journal](#) to complete all sections of [How Global Patterns Of Atmospheric Movement Influence Local Weather](#) (TEA Texas gateway online learning).
- Students read [Meteorology The Study Of Weather](#) and EXPLAIN their learning about weather maps. Watch [Weather](#) on BrainPop and challenge yourself with the quiz.
- Students check their understanding of [How Atmospheric Movement Affects Local Weather](#)
- Students EVALUATE their learning by completing the [Local Weather Assessment](#). Submit your answers to your teacher.

## Resources

- [Measuring Weather Video](#) - Discovery Education
- [Introduction to Weather - KEY](#)
- [How Atmospheric Movement Affects Local Weather - KEY](#)

# Grade 8 eLearning Guide- LANGUAGE ARTS

## Objectives

- Students will synthesize information from film and expository texts to form and defend their own opinion.
- Students will write an argumentative essay using evidence and reasoning from multiple sources.
- Students will locate and evaluate text evidence to support their argument.

**Note: Beginning the week of April 14, 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

- Is greed good?

## 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've written aloud and revise their work for clarity.
- Complete this process for all lessons.

## For Students

- [Task 1](#): Greed
  - [Video](#) for Question 3
- [Task 2](#): "Klondike Gold Rush"
- [Task 3](#): "Keeping Up with the Joneses"
- [Task 4](#): "Capitalism"
- [Task 5](#): Plan and write your essay.
- 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 the successes and failures of Reconstruction.
- Students will compare the influence of the political parties on elections across time.

**Note: Beginning the week of April 14 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

- Is Reconstruction a story of continuity or change?

## 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.
- For the more difficult questions, encourage your student to discuss and brainstorm their ideas.
- If students complete writing tasks, encourage them to read what they have written aloud and revise their work for clarity.
- Complete this process for all lessons.

## For Students

- [Task 1](#): Classical Invention Chart
- [Task 2](#): “The Successes and Failures of Reconstruction”; [Annotation Chart](#)
- [Task 3](#): Map Analysis (Graphics and Chart)
- [Task 4](#): “Political Legacies”
- [Task 5](#): Mind Mapping History

## Resources

- To access the videos, log in to our Discovery Ed account. (You can do this through Clever in itsLearning.)
  - [The End of Reconstruction](#) (Video)
  - [Positive Accomplishments](#) (Video)
  - [The Fourteenth Amendment](#) (Video)