

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 7



Grade 7 eLearning Guide – Week 6

Math: Making Inferences

- Students will make inferences from random samples.
- Students will compare populations from samples.

Math 7 and 7 preAP have this unit in common.

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

Science: Human Impact on Groundwater and Surface Water

- Students will describe the effects of human activity on groundwater and surface water in a watershed.

Language Arts: Kindness

- Students will analyze a fairy for theme, plot, and character traits.
- Students will watch a video and compare its details to details in a text.
- Students will read a nonfiction article to determine the central idea.
- Students will draft an expository essay.

Social Studies: Enslavement of Africans in Early America

- Students will describe characteristics of the Dahomey and Asante cultures of West Africa.
 - Students will analyze causes and consequences of trade between West Africa and Europe, including the establishment of the slave trade.
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Grade 7 eLearning Guide - MATH

Objectives

- Students will make inferences from random samples.
- Students will compare populations from two samples.

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 understanding populations and sample sizes, making inferences, and comparing populations
- Have your student complete the tasks below.
- Revise work as needed.

For Students

Populations, Samples, and Making Inferences

- **Task 1:** Populations and Samples ([Answer Key](#))
- **Task 2:** Making Inferences from Random Samples ([Answer Key](#))
- **Task 3:** Comparing Populations ([Answer Key](#))

Resources

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

Grade 7 eLearning Guide - SCIENCE

Objectives

- Students differentiate between groundwater and surface water
- Students describe ways that humans can impact systems in a watershed.
- Students describe the effects of human activity on groundwater and surface water in a watershed.

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

- Talk with your students about some of the terms that are important when learning about this topic and use the information from the [Watershed Vocabulary](#) to help.
- Ask your students to tell you the difference between surface water and groundwater.
- Talk with your students about ways that you can help conserve water and prevent water pollution in your neighborhood and at your home.

For Students

- Students read the Human Activity Descriptions and determine the [Watershed Do's and Don'ts](#) ENGAGE
- Students EXPLORE watersheds by completing [Human Impact on Watersheds](#).
- Students read [Human Impact on Watersheds](#) and EXPLAIN their learning by [Watershed 3-2-1 notes](#). Use the vocabulary terms in the [Watershed Vocabulary](#) to help explain your learning.
- Students check their learning by completing [Human Impact on Groundwater](#)
- Students EVALUATE their learning by completing the [Human Impact on Watersheds Assessment](#) Submit your answers to your teacher.

Resources

- [Watersheds Do's and Don'ts - KEY](#)
- [Human Impact on Groundwater - KEY](#)

Grade 7 eLearning Guide - LANGUAGE ARTS

Objectives

- Students will analyze a fairy for theme, plot, and character traits.
- Students will watch a video and compare its details to details in a text.
- Students will read a nonfiction article to determine the central idea.
- Students will draft an expository essay.

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

- How can kindness affect your life and the lives of others?

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](#): "Five reasons why being kind makes you feel good — according to science"
- [Task 2](#): Watch the "Random Acts of Kindness" video and review the text from Task 1. Which of the reasons provided in text are responsible for people feeling happy in this video? Record your answer on a separate document or paper.
- [Task 3](#): "Cinderella"
- [Task 4](#): Take the prompt in Task 4 through the writing process.
- 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 describe characteristics of the Dahomey and Asante cultures of West Africa.
- Students will analyze causes and consequences of trade between West Africa and Europe, including the establishment of the slave trade.

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

- How did African history affect early American history?

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. Students can access and use the video resources below by being logged into Discovery Ed through their Clever login. These may provide additional context for the learning objectives.
- 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.

For Students

- [Task 1](#): Building Context with Classical Invention
- [Task 2](#): Europeans and the Slave Trade (Image Analysis & Text)
- [Task 3](#): The Rise of Triangular Trade (Image Analysis & Text)
- [Task 4](#): Image Analysis
- [Task 5](#): Reviewing and Assessing

Resources

- To access the videos, login to our Discovery Ed account (you can do this through Clever in itsLearning)
 - [The Slave Trade on Africa](#) (Video)
 - [The Triangular Trade Route: Growth of the European Slave Trade](#) (Video)
 - [The Slave Trade on Africa's Gold Coast](#) (Video)
 - [Slaves in the Colonies](#) (Video)
 - [Rice and Plantations and African Slaves](#) (Video)