



Grade 7 eLearning – Week 7

Math: Graphing on a Coordinate Plane and Rate of Change/Slope

- Students will review graphing on a coordinate plane.
- Students will be able to find the rate of change/slope from tables and graphs.

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

Math PreAP: Translations, Reflections, and Rotations

- Students will determine which transformations preserve orientation and congruence.

Science: Characteristics that allow Life to Exist on Earth

- The student knows components of our solar system.
- The student will explain the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere.

Language Arts: The Benefits of Scientific Advancement

- Students will read works of fiction and nonfiction around a similar concept.
- Students will evaluate both sides of an issue and draw conclusions.
- Students will evaluate the texts they read for main ideas, details, and author's craft.

Social Studies: European Exploration of North America

- Students will understand the causes of European exploration of North America.

Grade 7 - MATH

Objectives

- Students will review graphing on a coordinate plane.
- Students will be able to find the rate of change/slope from tables and graphs.

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 child will be learning how to graph on coordinate planes and rate of change/slope.
- Have your child complete the tasks below.
- Have your child watch the videos to help them complete the tasks.

For Students

Graphing on a Coordinate Plane (Review)

- [Task 1](#): Reading Positive and Negative Coordinates ([Answer Key](#))
- [Task 2](#): Finding points on a line ([Answer Key](#))

Rate of Change and Slope

- [Task 3](#): Rate of Change and Slope video
- [Task 4](#): Rate of Change and Slope ([Answer Key](#))

Additional Resources

- [Graphing on a coordinate plane](#) video
- If you can access your campus math adaptive software, please do!

Grade 7 - MATH PreAP

Objectives

- Students will determine which transformations preserve orientation and congruence.

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 child will be learning about translations, reflections, and rotations.
- Have your child complete the tasks below.
- Have your child watch the videos to help them complete the tasks.

For Students

Orientation and Congruence

- **Task 1:** Orientation and Congruence video
- **Task 2:** Properties of Translations ([Answer Key](#))
- **Task 3:** Properties of Reflections ([Answer Key](#))
- **Task 4:** Properties of Rotations ([Answer Key](#))

Additional Resources

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

Grade 7 - SCIENCE

Objectives

- The student knows components of our solar system.
- The student will explain the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere

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 student about how Earth's conditions compare to other planets in the solar system. Have your student share some of the "just right" characteristics that allow life to exist on Earth.
- Help your Students learn the meanings of the terms that are a part of this concept. Use the [Characteristics of the Solar System Picture Vocabulary](#).

For Students

- Students examine the phrase "just right" as they ENGAGE in the story of [Goldilocks and the Three Bears](#).
- Students use the [Characteristics of the Solar System Student Guide](#) and the [Earth Mars Reference Sheet](#) to complete the [Characteristics of the Solar System Student Journal](#).
EXPLORE
- Use the [Science Rock Lyrics](#) to listen to [Science Rock - Characteristics of the Solar System](#). Students watch [The Goldilocks Zone](#) and complete The Goldilocks Zone debrief.
- Students read [Characteristics of the Solar System](#) and EXPLAIN the conditions that determine why life can or cannot be supported on an object in the Solar System. Use the [Characteristics of the Solar System Picture Vocabulary](#) to inform your explanations.
- Students check their learning by completing the [Comparing Planets Check](#).
- Students EVALUATE their learning by completing the [Characteristics of the Solar System Assessment](#). Submit your answers to your teacher,

Resources

- [Comparing Planets Check - KEY](#)

Grade 7 - LANGUAGE ARTS

Objectives

- Students will read works of fiction and nonfiction around a similar concept.
- Students will evaluate both sides of an issue and draw conclusions.
- Students will evaluate the texts they read for main ideas, details, and author's craft.

Essential Question

- Do new scientific discoveries and advancements in technology truly benefit society?

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

- 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:** "Army Eyes 3D Printed Food for Soldiers"
- **Task 2:** "Genetically Modified Salmon: Food or Frankenfish?"
- **Task 3:** "Autumntime"
- **Task 4:** "Halsted Streetcar" (NOTE the definition of "industrialization" to help you better understand the poem)
- **Task 5:** "Molecular Scissors Fix Disease Causing Flaw"
- **Task 6:** "When Playing Video Games Means Sitting on Life's Sidelines"
- 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 - Social Studies

Objectives

- Students will understand the causes of European exploration of North America.

Essential Question

- How did the age of exploration and discovery of North America change Europe's understanding of the world?

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

- 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 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](#): Racing to Discovery (Text)
- [Task 2](#): Reaching the Ends of the Earth (Text); [Comparison Charting](#); [Comparison Charting Key](#)
- [Task 3](#): Tools of the Trade (Text)
- [Task 4](#): Finding the Americas (Text)
- [Task 5](#): Mind Mapping Your Learning

Resources

- To access the videos, login to your Discovery Ed account. (You can do this through Clever in itsLearning.)
 - [The Space Race](#) (Video)
 - [Portugues Explorers: Exploration of the African Coast](#) (Video)
 - [Navigational Tools](#) (Video)
 - [Determining Latitude and Longitude](#) (Video)
 - [Technology Advances](#) (Video)
 - [Breaking Through to the Pacific](#) (Video)