



Grade 8 eLearning Guide – Week 7

Math: Solve Equations using the Distributive Property

- Students will solve equations using the distributive property.

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

Science: The Ocean's Role in the Formation of Weather Systems

- The student knows that climatic interactions exist among Earth, ocean, and weather systems.
- The student will describe the role of the oceans in the formation of weather systems such as hurricanes.

Language Arts: Right vs. Wrong

- Students will practice putting words in context as a prereading strategy.
- Students will analyze how characters react to specific dialogue or events and how those reactions move the story forward.
- Students will synthesize information from fiction and nonfiction texts to form and defend their own opinion.
- Students will locate and evaluate text evidence to support their argument.

Social Studies: Rights and Liberties Before the Civil War

- Students will examine Antebellum America, describing the early evolution of the U.S. political system during the late 1700s and early 1800s.
- Students will analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.

Grade 8 - MATH

Objectives

- Students will solve equations using 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 solving equations using the distributive property
- Have your student complete the tasks below.
- Have your student watch the videos to help them complete the tasks.

For Students

Solving Equations

- **Task 1:** Solving equations using distributive property video
- **Task 2:** Khan Academy Equations practice
- **Task 3:** Solving Equations (**Answer Key**)

Additional Resources

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

Grade 8 - SCIENCE

Objectives

- The student knows that climatic interactions exist among Earth, ocean, and weather systems.
- The student will describe the role of the oceans in the formation of weather systems such as hurricanes.

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 share the events that take place in the making of a hurricane. Talk about the ocean and the role it plays in these weather events.
- Help your students to learn the terms and their meanings using the [Oceans and Weather Picture vocabulary](#).

For Students

- Students click on [Record-Breaking Hurricane Season](#) to watch a NASA video and respond to the questions. ENGAGE
- Students Watch [How do Hurricanes Form?](#) (NOAA SciJinks). Students use the [Oceans and Weather Systems Student Journal](#) to complete work on the [Oceans and Weather Systems](#) website (TEA Gateway online resource) **Students only work in these three sections; Formation of a Hurricane, Damage caused by Hurricanes, and Classifications of Hurricanes activities.**
- Students use [Oceans and Weather Picture vocabulary](#) and the [Oceans and Weather Systems](#) reading to EXPLAIN their learning about how oceans influence Earth's weather. Complete the TRY NOW table on the last page of the reading.
- Students Check their learning by completing [Hurricanes - Check for Understanding](#).
- Students EVALUATE their learning by completing the [Oceans and Weather Assessment](#). Submit your answers to your teacher.

Resources

- [Hurricanes - Check for Understanding KEY](#)

Grade 8 - LANGUAGE ARTS

Objectives

- Students will practice putting words in context as a prereading strategy.
- Students will analyze how characters react to specific dialogue or events and how those reactions move the story forward.
- Students will synthesize information from fiction and nonfiction texts to form and defend their own opinion.
- Students will locate and evaluate text evidence to support their argument.

Essential Question

- How do people decide what is right and wrong?

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 texts below. If you do not have printer access, students can access the texts online.
- This week, your student will read/watch several texts related to the essential question. Then they will form their own opinion and write an essay, using evidence from the texts they read.
 - Students can work on lined paper, a notebook, or a separate document like Microsoft Word or Google docs.
 - The final task is to write an essay. Before they draft the essay, your student should plan it out using the guide in Task 5.
 - If your student struggles with the writing, use the resources below, especially NoRedInk.

For Students

- **Task 1:** Word Work: Words in Context
- **Task 2:** "Ruthless"
- **Task 3:** "How Do We Tell Right from Wrong?"
- **Task 4:** "Button, Button"
- **Task 5:** Plan and write your essay.
- Extension Activities:
 - 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 - Social Studies

Objectives

- Students will examine Antebellum America, describing the early evolution of the U.S. political system during the late 1700s and early 1800s.
- Students will analyze and evaluate the text, intent, meaning and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.

Essential Question

- How closely did the United States in 1850 reflect the Founders' vision for the nation?

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

For Students

- [Task 1](#): All Men Are Created Equal (Text)
- [Task 2](#): Roots of a Nation (Text); [Change Over Time Chart](#); [Change Over Time Chart Key](#)
- [Task 3](#): Separation of Powers (Text)
- [Task 4](#): Protecting Rights (Text)
- [Task 5](#): Founders and Framers (Text and Assessment); [Founders and Framers Assessment Key](#)

Resources

- To access the videos, login to your Discovery Ed account. (You can do this through Clever in itsLearning.)
 - [All Men Are Created Equal](#) (Video for Task 1)
 - [Seneca Falls Declaration of Sentiments](#) (Video for Task 1)
 - [Battle Over Equal Rights](#) (Video for Task 1)
 - [The Declaration of Independence](#) (Video for Task 2)
 - [Constitutional Debates](#) (Video for Task 2)
 - [Two Treatises of Government: Natural Rights](#) (Video for Task 2)
 - [Separation of Powers](#) (Video/Task 3)
 - [Establishing the Bill of Rights](#) (Video for Task 4)
 - [Americans' Rights: Our Freedoms - The Bill of Rights](#) (Video for Task 4)