



Grade 8 eLearning Guide – Week 8

Math: Linear Relationships

- Students will solve problems involving the rate of change/slope and y-intercepts in situations, tables, and graphs.

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

Science: Multi-topic Choice Board

- Students check with science teachers to see if there is something they need you to complete in your itslearning course.
- If all content work has been completed, students choose 2 items to complete from the 8 Science Choice Board.

Language Arts: Why is it so difficult to understand other people?

- Students will synthesize information from multi-genre texts to form and defend their own opinion.
- Students will analyze how an author develops a character's point of view.
- Students will analyze how authors use craft elements to communicate their messages.
- Students will locate and evaluate text evidence to support their ideas around the essential question.

Social Studies: Rights and Liberties Before the Civil War (Part 2)

- 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 texts about voters' rights and the purpose and function of the political system in America.

Grade 8 - MATH

Objectives

- Students will solve problems involving the Rate of change/slope and y-intercepts in situations, 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 student will review the rate of change/slope and y-intercept.
- Have your student complete the tasks below.
- Have your student watch the videos to help them complete the tasks.

For Students

Linear Relationships

- **Task 1:** Slope and y-intercept: Which One Doesn't Belong? ([Answer Key](#))
- **Task 2:** What Does the Change Mean? ([Answer Key](#))
- **Task 3:** What's My Graph? ([Answer Key](#))
- **Task 4:** Multiple Representations of Linear Relationships ([Answer Key](#))

Additional Resources

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

Grade 8 - SCIENCE

Objectives

- Students check with science teachers to see if there is something they need you to complete in your itslearning course.
- If all content work has been completed, students choose 3 items to complete from the 8 Science Choice Board.

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, please make sure your student is completing their assignments from their 8 Science course in itslearning.
- Students choose three options (their choice) to complete by the end of the week.

For Students

- Check-in with your Science Teacher to make sure that you have completed the work that has been assigned to you this week.
- Select 2 OPTIONS of your choice from the [8 Science Choice Board](#).

Resources

- No additional resources needed.

Grade 8 - LANGUAGE ARTS

Objectives

- Students will synthesize information from multi-genre texts to form and defend their own opinion.
- Students will analyze how an author develops a character's point of view.
- Students will analyze how authors use craft elements to communicate their messages.
- Students will locate and evaluate text evidence to support their ideas around the essential question.

Essential Question

- Why is it so difficult to understand others' perspectives?

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

- 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 Googledocs.
 - The final task is to write the essay. Before they draft the essay, your student should plan it out using the guide in Task 6.
 - If your student struggles with the writing, use the resources below, especially NoRedInk.

For Students

- **Task 1:** Word Work: Words in Context
- **Task 2:** "Middle School"
- **Task 3:** "The Moustache"
- **Task 4:** "We Wear the Mask"
- **Task 5:** "Sol Painting, Inc"
- **Task 6:** 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 texts about voters' rights and the purpose and function of the political system in America.

Essential Question

- How closely did the United States in 1850 reflect the Founders' vision for the nation? (PART 2)

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

- 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:** Federal vs. State Rights
 - [Federal Law Over State Law](#)
 - [Timeline Chart](#)
- **Task 2:** Marbury v. Madison
- **Task 3:** Government of the People?
- **Task 4:** The American Identity
 - Check your answers on the [Answer Key](#).

Resources

- The following videos are optional. To access the videos, log in to our Discovery Ed account through Clever in itsLearning.
 - [McCulloch v. Maryland](#) (Video for Task 2)
 - [Federalism in the Executive Branch](#) (Video for Task 2)
 - [Marbury v. Madison](#) (Video for Task 2)
 - [The Treaty of Guadalupe Hidalgo, 1848](#) (Video for Task 3)
 - [The Importance of Voting and the History of Founding Fathers](#) (Video for Task 3)
 - [Choosing Candidates for Congress and Election Day](#) (Video for Task 3)