**3rd & 4th Grade Pre-Weekly**  
February 25 – March 1, 2019  
Mrs. Jimenez

<table>
<thead>
<tr>
<th>Monday</th>
<th>3rd Math:</th>
<th>Science: Light Test</th>
</tr>
</thead>
</table>
| 02/25/19 | Math 4 Today Week 15 Day 1  
Lesson 15 PG166  
Homework: PG167 | |
| 4th Math: | Math 4 Today Week 15 Day 1  
Lesson 14 PG158  
Homework: PG159 | |

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>3rd Math:</th>
<th>Science: Day and Night: Earth’s Rotation’s PowerPoint</th>
</tr>
</thead>
</table>
| 02/27/19 | Math 4 Today Week 15 Day 2  
Lesson 15 Quiz | |
| 4th Math: | Math 4 Today Week 15 Day 2  
Lesson 14 Quiz | |

<table>
<thead>
<tr>
<th>Friday</th>
<th>3rd Math:</th>
<th>Science: Day and Night Activity Sheet</th>
</tr>
</thead>
</table>
| 03/01/19 | Math 4 Today Week 15 Day 3  
Lesson 16 Equivalent Fractions | |
| 4th Math: | Math 4 Today Week 15 Day 3  
Lesson 15 Adding and Subtracting Fractions | |

Tutoring will be held on Monday and Thursday from 3:15-4:15pm.  
Homework can be subject to change based on student needs; please check student agendas for updates.

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<table>
<thead>
<tr>
<th>A-Day</th>
<th>ELA:</th>
<th>S. Studies: Chapter 6 Vocabulary</th>
</tr>
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</table>
| Tuesday | Dialogue Journal  
Wonder PG30-44  
Read Works Practice  
Independent Reading | |
| 02/26/19 | Homework: 20 minutes reading at home | |

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<thead>
<tr>
<th>Thursday</th>
<th>ELA:</th>
<th>S. Studies: Chapter 6 Lesson 1 Read and Response</th>
</tr>
</thead>
</table>
| 02/28/19 | Dialogue Journal  
Wonder PG45-60  
Read Works Practice  
Independent Reading | |
| | Homework: 20 minutes reading at home | |

Tutoring will be held on Monday and Thursday from 3:15-4:15pm.  
Homework can be subject to change based on student needs; please check student agendas for updates.
LKCS 5th Grade Science/Preweekly Report (continued)

Teacher: J. Hobbs

Tutoring Mondays: 3:15-4:30 Thursdays: 3:15-4:00

Course: Science 5th Grade (A – Day)

Standards taught this week:

Science:

Standard 5

Physical Science: Matter and Mixtures
5.P.2. The student will demonstrate an understanding of the physical properties of matter and mixtures.
5.P.2A.1 Analyze and interpret data from observations and measurements of the physical properties of matter (including volume, shape, movement, and spacing of particles) to explain why matter can be classified as a solid, liquid or gas.
5.P.2B.1 Obtain and communicate information to describe what happens to the properties of substances when two or more substances are mixed together.
5.P.2B.2 Analyze and interpret data to support claims that when two substances are mixed the total amount (mass) of the substances does not change.
5.P.2B.3 Develop models using observations to describe mixtures, including solutions, based on their characteristics.
5.P.2B.4 Construct explanations for how the amount of solute and the solvent determine the concentration of a solution.
5.P.2B.5 Conduct controlled scientific investigations to test how different variables (including temperature change, particle size, and stirring) affect the rate of dissolving.
5.P.2B.6 Design and test the appropriate method(s) (such as filtration, sifting, attraction to magnets, evaporation, chromatography, or floatation) for separating various mixtures.

All Lessons are intended to give students and parents an overview of the material that will be presented in the class. Please understand that the plans are very flexible and the completion of the week's assignments will depend on the rate in which students are able to master the material presented.

- Students will complete notes based on the standards
- Students will need to complete the vocabulary for the week
- Students will need to complete any worksheet not done in class
- Students will need to complete and read review questions at the end of each chapter and complete any handout or anything not done in class

- Students will complete activity based on standards
- Students will complete notes that wasn't finished
- Students will have a vocabulary check and quiz on Friday
- Students need to complete and read review questions at the end of each chapter and complete any handout or anything not done in class

1. Matter
2. Volume
3. Density
4. Solids
5. Liquids
6. Gases
7. Melting point
8. Boiling point
9. Freezing point
10. Mixture
11. Solution
12. Mass
13. Heterogeneous
14. Homogeneous
**Standard** 5.MDA.1 Convert measurements within a single of measurement: customary or metric from larger to a smaller unit and a smaller to a larger unit.

**EARN EXTRA CREDIT:** WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE

| Monday 25th B | Convert Measures of Unit  
Vocabulary Sheet  
Pg. 229-230  
Divide Unit Fraction Test |
|---------------|--------------------------|
| Tuesday 26th A | Convert Measure of Unit Using Multiplication  
Pg. 231-232 |
| Wed., 27th B | Convert Measurements Using Division  
Pg. 233-234 |
| Thurs., 28th A | Practice Converting Measurement  
Fractions Unit: Study Guide |
| Friday, 1st B | Fraction Test |

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**Standard 5-4:** The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

5-4.1 Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.

5-4.2 Summarize the causes of the Great Depression, including over production and declining purchasing power, the bursting of the stock market bubble in 1929, and the resulting unemployment, failed economic institutions; and the effects of the Dust Bowl.

5-4.3 Explain the American government’s response to the Great Depression in the New Deal policies of President Franklin Roosevelt, including the Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.

5-4.4 Explain the principal events related to the involvement of the United States in World War II, including campaigns in North Africa and the Mediterranean; major battles of the European theater such as the Battle of Britain, the invasion of the Soviet Union, and the Normandy invasion; and events in the Pacific theater such as Pearl Harbor, the strategy of island-hopping, and the bombing of Hiroshima and Nagasaki.

<table>
<thead>
<tr>
<th>Monday</th>
<th>1. Post World War I</th>
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<tbody>
<tr>
<td>Homework: The Great Depression: part I (5-J.5) and The Great Depression: part II (5-J.6) IXL</td>
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<tr>
<td>Tuesday</td>
<td>1. Great Depression</td>
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<tr>
<td>Homework: New Deal (5-J.7) IXL</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>1. Great Depression</td>
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<tr>
<td>Homework: Complete study guide</td>
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<tr>
<td>Thursday</td>
<td>1. New Deal</td>
</tr>
<tr>
<td>Homework: World War II: lead-up to war in Europe, Asia (5-J.8) IXL</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>1. WWII</td>
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<tr>
<td>Homework: World War II: global events (5-J.9) IXL</td>
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*Please be aware that unforeseen occurrences may cause these plans to change*
February 26th and 28th, 2019

Tuesday; February 26th

5th and 6th grades

5th grade, pass out computers and utilize smart-time/use restroom. Complete context clues in “ixl (5th V.3) (6th V.4)”. Complete p. 44, using vocabulary and writing response. Conference with individual students who did little or no gains in the last benchmark assessment. Set goals for the next assessment.

7th and 8th grades

Complete context clues in “ixl (7th V.3) (W.4)”. Complete p. 44, using vocabulary and writing response. Conference with individual students who did little or no gains in the last benchmark assessment. Set goals for the next assessment.

Thursday; February 28th

5th and 6th grades

5th grade, pass out computers and utilize smart-time/use restroom. Use highlighters to complete p. 24 (details) together. Complete a mastery connect assessment on (5th grade=5RL.1) (6th grade=6RL.8). Continue conferencing with students about the last benchmark assessment. Set goals for the next assessment.

7th and 8th grades

Use highlighters to complete p. 24 (details) together. Review specific items missed during the test for higher standards. Complete a mastery connect assessment, (7th grade=7RL.12) (8th grade=8RL.11). Continue conferencing with students about the last benchmark assessment. Set goals for the next assessment.
LKCS 6th Grade Science/Preweekly Report (continued)

Teacher: J. Hobbs

Course: Science 6th Grade (A – Day)

Standards taught this week:

Science:

Standard 6

- 6.L.4: The student will demonstrate an understanding of how scientists classify organisms and how the structures, processes, behaviors, and adaptations of animals allow them to survive.
- 6.L.4A.1 Obtain and communicate information to support claims that living organisms (1) obtain and use resources for energy, (2) respond to stimuli, (3) reproduce, and (4) grow and develop.
- 6.L.4A.2 Develop and use models to classify organisms based on their current hierarchical taxonomic structure (including the kingdoms of protists, plants, fungi, and animals).
- 6.L.4B.1 Analyze and interpret data related to the diversity of animals to support claims that all animals (vertebrates and invertebrates) share common characteristics.
- 6.L.4B.2 Obtain and communicate information to explain how the structural adaptations and processes of animals allow for defense, movement, or resource obtainment.
- 6.L.4B.3 Construct explanations of how animal responses (including hibernation, migration, grouping, and courtship) to environmental stimuli allow them to survive and reproduce.
- 6.L.4B.4 Obtain and communicate information to compare and classify innate and learned behaviors in animals.
- 6.L.4B.5 Analyze and interpret data to compare how endothermic and ectothermic animals respond to changes in environmental temperature.

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<td>Students will complete notes that wasn’t finished</td>
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<tr>
<td>Students will need to complete study guide</td>
<td>Students will have a vocabulary check</td>
</tr>
<tr>
<td>Students will need to read and complete review questions</td>
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</table>

Vocabulary:

1. vertebrate
2. segmented worms
3. behavior
4. imprinting
5. invertebrate
6. echinoderms
7. hibernation
8. conditioning
9. metamorphosis
10. mollusks
11. migration
12. qualitative
13. endothermic
14. arthropods
**LKCS Math 6th Grade – February 25, 2019**

**Teacher:** Mrs. Cue  
*Tutoring: Monday/Tutoring on Thursday*

| Standard | 6.EE.1.1 Write and evaluate numerical expressions involving whole-number exponents and positive rational numbers bases using the order of operations  
6.EE.1.2 Extend the concepts of numerical expressions to algebraic expressions involving positive rational numbers.  
a. Translate between algebraic expressions and verbal phrases that include variables.  

**EARN EXTRA CREDIT: WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE** |
|---|---|
| **Monday 25th B** | Power & Exponents Test  
Pg. Handout |
| **Tuesday 26th A** | Chapter 6 Lesson 2 Numerical Expressions  
Pg. 445-446 |
| **Wed., 27th B** | Chapter 6 Lesson 2 Numerical Expressions  
Pg. 447-448 |
| **Thurs., 28th A** | Chapter 6 Lesson 3 Variable and Expressions  
Pg. 453 |
| **Friday 1st B** | Vocabulary  
Lesson 1 & 2 Quick Check |

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**LKCS Ancient Civ. 6th Grade**  
**Teacher:** Ms. Lloyd  
**Feb. 25 - March 1, 2018 (A Day)**  
*TUTORING IS EVERY Mon. & Thurs. Afterschool*

| Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.  
6-2.4 Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).  
6-2.5 Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and government.  
6-2.6 Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.  
Standard 6-3: The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.  
6-3.1 Summarize the major contributions of the Chinese civilization from the Qing dynasty through the Ming dynasty, including the golden age of art and literature, the invention of gunpowder and woodblock printing, and the rise of trade via the Silk Road.  
6-3.2 Summarize the major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and works of art and literature.  
6-3.3 Summarize the major contributions of India, including those of the Gupta dynasty in mathematics, literature, religion, and science |
| **Tuesday** | 1. Greek and Roman polytheistic belief systems  
**Homework:** read pgs. 298-304 Write vocabulary terms pg. 298 |
| **Thursday** | 1. Chinese Civilization  
**Homework:** Read pgs. 294-297. Write Vocabulary terms pg. 294 |

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February 26th and 28th, 2019

Tuesday; February 26th

5th and 6th grades

5th grade, pass out computers and utilize smart-time/use restroom. Complete context clues in “ixl (5th V.3) (6th V.4)”. Complete p. 44, using vocabulary and writing response. Conference with individual students who did little or no gains in the last benchmark assessment. Set goals for the next assessment.

7th and 8th grades

Complete context clues in “ixl (7th V.3) (W.4)”. Complete p. 44, using vocabulary and writing response. Conference with individual students who did little or no gains in the last benchmark assessment. Set goals for the next assessment.

Thursday; February 28th

5th and 6th grades

5th grade, pass out computers and utilize smart-time/use restroom. Use highlighters to complete p. 24 (details) together. Complete a mastery connect assessment on (5th grade=5.RL.1) (6th grade=6RL.8). Continue conferencing with students about the last benchmark assessment. Set goals for the next assessment.

7th and 8th grades

Use highlighters to complete p. 24 (details) together. Review specific items missed during the test for higher standards. Complete a mastery connect assessment, (7th grade=7RL.12) (8th grade=8RL.11). Continue conferencing with students about the last benchmark assessment. Set goals for the next assessment.
Teacher: J. Hobbs

Course: Science 7th Grade (A – Day)

Standards taught this week:

**Science:**

- 7.EC.5A In all ecosystems, organisms and populations of organisms depend on their environmental interactions with other living things (biotic factors) and with physical (abiotic) factors (such as light, temperature, water, or soil quality). Disruptions to any component of an ecosystem can lead to shifts in its diversity and abundance of populations.
- 7.EC.5A.1 Develop and use models to describe the characteristics of the levels of organization within ecosystems (including species, populations, communities, ecosystems, and biomes).
- 7.EC.5A.2 Construct explanations of how soil quality (including composition, texture, particle size, permeability, and pH) affects the characteristics of an ecosystem using evidence from soil profiles.
- 7.EC.5A.3 Analyze and interpret data to predict changes in the number of organisms within a population when certain changes occur to the physical environment (such as changes due to natural hazards or limiting factors).

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| Tuesday       | • Students will complete notes based on the standards  
|               | • Students will need to complete the vocabulary for the week  
|               | • Students will need to complete any worksheet not done in class  
|               | • Students will need to complete study guide  
|               | • Students will need to read and complete review questions  
| Thursday      | • Students will complete activity based on Standards  
|               | • Students will complete notes that wasn't finished  
|               | • Students will need to complete any worksheet not done in class  
|               | • Students will have a vocabulary check  
|               | • Students will need to read and complete review questions  
| Friday        | • Vocabulary quiz and Test Standards taught  

1. Biological Control  
2. Chemical Control  
3. Commensalism  
4. Competition  
5. Emigration  
6. Food Chain  
7. Food Pyramid  
8. Food Web  
9. Immigration  
10. Invasive Species  
11. Mutualism  
12. Native Species  
13. Niche  
14. Parasite  
15. parasitism  
16. Physical Control  
17. Predation  
18. Predator  
19. Prey  
20. Symbiosis
**LKCS Math 7th Grade – February 25, 2019**

**Teacher:** Mrs. Cue  **Tutoring:** Monday/Tutoring on Thursday

| Standard               | 7.EE.5 Understand and apply laws of exponents
|------------------------|----------------------------------------------------------
|                        | 7.RP.1 Compute unit rate, including those involving complex fractions, with like or different units

**EARN EXTRA CREDIT: WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE**

| Monday 25th B          | 2-step inequalities test 7.EE.5 Understand and apply laws of exponents  
|                        | HW: Handout               
| Tuesday 26th A         | 7.EE.5 Understand and apply laws of exponents  
|                        | HW: Handout               
| Wed., 27th B           | Chapter 1 Vocabulary Sheet 7.RP.1 Unit Rates  
|                        | Pg. 13-14 even            
| Thurs, 28th A          | Chapter 6 Study Guided 7.RP.1 Unit Rates  
|                        | Pg. 15-16 even            
| Friday 1st B           | Complex Fractions and Unit Rate  
|                        | Chapter 6 Test            

**LKCS World History 7th Grade – February 25 - March 1, 2018**

**Teacher:** Ms. Lloyd  **TUTORING IS EVERY Mon. & Thurs. Afterschool**

| Standard 7.2: The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.
|------------------------|----------------------------------------------------------
|                        | 7.2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.

**Standard 7.3:** The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

**7.3.1** Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon’s rise to power.

**7.3.2** Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy.

| Monday                | 1. French Revolution  
|                       | *Homework: Define vocabulary pg. 714, Read pgs. 719-723*  
| Tuesday               | 1. French Revolution  
|                       | *Homework: Read pgs. 714-719*  
| Wednesday             | 1. Napoleonic Wars  
|                       | *Homework: Read pgs. 720-723*  
| Thursday              | 1. Napoleonic Wars  
|                       | *Homework: complete section 1 review pg. 723 1-6*  
| Friday                | 1. Napoleonic Wars  
|                       | *Homework: None*  

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February 26th and 28th, 2019

Tuesday; February 26th

5th and 6th grades

5th grade, pass out computers and utilize smart-time/use restroom. Complete context clues in “ixl (5th Y.3) (6th V.4)”. Complete p. 44, using vocabulary and writing response. Conference with individual students who did little or no gains in the last benchmark assessment. Set goals for the next assessment.

7th and 8th grades

Complete context clues in “ixl (7th V.3) (W.4)”. Complete p. 44, using vocabulary and writing response. Conference with individual students who did little or no gains in the last benchmark assessment. Set goals for the next assessment.

Thursday; February 28th

5th and 6th grades

5th grade, pass out computers and utilize smart-time/use restroom. Use highlighters to complete p. 24 (details) together. Complete a mastery connect assessment on (5th grade=5.RL.1) (6th grade=6RL.8). Continue conferencing with students about the last benchmark assessment. Set goals for the next assessment.

7th and 8th grades

Use highlighters to complete p. 24 (details) together. Review specific items missed during the test for higher standards. Complete a mastery connect assessment, (7th grade=7RL.12) (8th grade=8RL.11). Continue conferencing with students about the last benchmark assessment. Set goals for the next assessment.
Standards taught this week:

**Science:**

- 8.E.5: The student will demonstrate an understanding of the processes that alter the structure of Earth and provide resources for life on the planet.
- 8.E.5.A.1 Develop and use models to explain how the processes of weathering, erosion, and deposition change surface features in the environment.
- 8.E.5.A.2 Use the rock cycle model to describe the relationship between the processes and forces that create igneous, sedimentary, and metamorphic rocks.
- 8.E.5.A.3 Obtain and communicate information about the relative position, density, and composition of Earth’s layers to describe the crust, mantle, and core.
- 8.E.5.A.4 Construct explanations for how the theory of plate tectonics accounts for (1) the motion of lithospheric plates, (2) the geologic activities at plate boundaries, and (3) the changes in landform areas over geologic time.
- 8.E.5.A.5 Construct and analyze scientific arguments to support claims that plate tectonics accounts for (1) the distribution of fossils on different continents, (2) the occurrence of earthquakes, and (3) continental and ocean floor features (including mountains, volcanoes, faults and trenches).

All Lessons are intended to give students and parents an overview of the material that will be presented in the class. Please understand that the plans are very flexible and the completion of the week’s assignments will depend on the rate in which students are able to master the material presented.

| Tuesday | Students will complete notes based on the standards  
|         | Students will need to complete the vocabulary for the week  
|         | Students will need to complete any worksheet not done in class  
|         | Students will need to read and complete review questions questions 1-5 |

| Thursday | Students will complete activity based on standards  
|         | Students will complete notes that wasn’t finished  
|         | Students will have a vocabulary check and finish notes on heredity and activity  
|         | Students will need to read and complete review questions on |

| Friday   | All homework due and quiz day |

1. weathering  
2. erosion  
3. chemical  
4. mechanical  
5. decomposition  
6. sediments  
7. gravity  
8. glaciers  
9. waves  
10. wind  
11. soil  
12. rock  
13. deposition  
14. water  
15. landslides  
16. soils formation  
17. igneous  
18. metamorphic
### Math 8th Grade - February 25, 2019

**Teacher: Mrs. Cue**

**Monday 25th B**
- Solve Systems of Equations with Word Problems
  - Pg. 241-242

**Tuesday 26th A**
- Solve Systems of Equations Algebraically
  - Pg. 247 all

**Wed., 27th B**
- Solve System of Equations Algebraically
  - Pg. 249-250 even

**Thurs., 28th A**
- Solve Systems of Equations algebraically
  - Pg. 247

**Friday 1st B**
- Test on System of Equations
  - Chapter 3 Study Guide

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### S.C. History 8th Grade - Feb. 25 - March 1, 2018

**Teacher: Ms. Lloyd**

**8-4.1 Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.**

**8-4.2 Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.**

**8-4.3 Analyze key issues that led to South Carolina’s secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.**

**8-4.4 Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of states’ rights and slavery and the ways that these arguments contributed to South Carolina’s secession.**

**Monday**
- 1. **Antebellum South**
  - *Homework: pgs. 229-240 Do You Remember*

**Tuesday**
- 1. **Sectionalism**
  - *Homework: pg. 242 define vocab. Read pgs. 242-246*

**Wednesday**
- 1. **SC Secession**
  - *Homework: practice Comparing the North and the South (8-N.2)*

**Thursday**
- 1. **SC Secession**
  - *Homework: practice Slavery in the South (8-N.5)*

**Friday**
- 1. **Unionists, Cooperationists and Secessionists**
  - *Homework: practice The abolitionists (8-N.6)*

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February 26th and 28th, 2019

Tuesday; February 26th

5th and 6th grades

5th grade, pass out computers and utilize smart-time/use restroom. Complete context clues in “ixl (5th Y.3) (6th V.4)”. Complete p. 44, using vocabulary and writing response. Conference with individual students who did little or no gains in the last benchmark assessment. Set goals for the next assessment.

7th and 8th grades

Complete context clues in “ixl (7th V.3) (W.4)”. Complete p. 44, using vocabulary and writing response. Conference with individual students who did little or no gains in the last benchmark assessment. Set goals for the next assessment.

Thursday; February 28th

5th and 6th grades

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7th and 8th grades

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