### A-Day

<table>
<thead>
<tr>
<th>Monday 03/04/19</th>
<th>ELA: Dialogue Journal Wonder PG 61-72 Read Works Practice Independent Reading</th>
<th>3rd S. Studies: Chapter 6 Lesson 1 The American Revolution 4th S. Studies: Chapter 6 Lesson 1 Trouble over Taxes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Homework: Read for 20 minutes</td>
<td></td>
</tr>
<tr>
<td>Wednesday 03/06/19</td>
<td>ELA: Dialogue Journal Wonder PG 73-80 Read Works Practice Independent Reading</td>
<td>3rd S. Studies: Chapter 6 Lesson 2 From Colony to State 4th S. Studies: Chapter 6 Lesson 2 The Colonists Rebel</td>
</tr>
<tr>
<td></td>
<td>Homework: Read for 20 minutes</td>
<td></td>
</tr>
<tr>
<td>Friday 03/08/19</td>
<td>ELA: Dialogue Journal Wonder PG 82-102 Read Works Practice Independent Reading</td>
<td>3rd S. Studies: Vocabulary Review 4th S. Studies: Chapter 6 Lesson 3 The Revolution Begins</td>
</tr>
<tr>
<td></td>
<td>Homework: Read for 20 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**Tutoring will be held on Monday 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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### B-Day

<table>
<thead>
<tr>
<th>Tuesday 03/05/19</th>
<th>3rd Math: Math 4 Today Week 15 Day 4 Lesson 16 Equivalent Fractions Continue</th>
<th>Science: The Sun and it’s Shadows</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4th Math: Math 4 Today Week 15 Day 4 Lesson 15 Adding and Subtracting Fractions Continue</td>
<td></td>
</tr>
<tr>
<td>Thursday 03/07/19</td>
<td>3rd Math: Math 4 Today Week 15 Quiz Lesson 16 Quiz</td>
<td>Science: Order of the Planets</td>
</tr>
<tr>
<td></td>
<td>4th Math: Math 4 Today Week 15 Quiz Lesson 15 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

**Tutoring will be held on Monday from 3:15-4:15pm.**

Homework can be subject to change based on student needs; please check student agendas for updates.
Ms. Mathis

Pre-Weekly Plans

March 4th, 6th, & 8th, 2019

Monday, March 4th

5th and 6th grades


7th and 8th grades

Review cause and effect with p. # 92. Complete ixl utilizing cause and effect. (7th-D2 / 8th-D.2). Write a paragraph using text information from p. 36, “All About Ben Franklin.

Wednesday March 6th

5th and 6th grades

Pass out computers, 5th grade. Utilize smart-time. Read a selection from Epic Books. Answer given questions from the board; Who are the main characters? What is the story’s setting? What details helped you to conclude the story’s ending? How could the ending be different? Explain your answer. Complete ixl, capitalization errors, (5th-LL.1 / 6th-KK.1)

7th and 8th grades

Read a selection from Epic Books. Answer given questions from the board; Who are the main characters? What is the story’s setting? What details helped you to conclude the story’s ending? How could the ending be different? Explain your answer. Complete ixl, capitalization errors, (7th-PP.1 / 8th-QQ.1)

Friday; March 8th

5th and 6th grades

Pass out computers, 5th grade. Utilize smart-time. Go to the computer lab to complete review on Standards for Higher learning assignments. Use previous assessments to follow areas of concern.

7th and 8th grades (I will be leaving at 11:05. Mrs. Jackson has been informed.)

Go to the computer lab to complete review on Standards for Higher learning assignments. Use previous assessments to follow areas of concern.
Teacher: J. Hobbs

Course: Science 5th Grade (A – Day)

Standards taught this week:

<table>
<thead>
<tr>
<th>Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 5</strong></td>
</tr>
<tr>
<td>Physical Science: Matter and Mixtures</td>
</tr>
</tbody>
</table>

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.

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 5-4:** 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. Great Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework: IXL Practice The Great Depression: part I (5-J.5 and The Great Depression: part II (5-J.6)</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. WWII</td>
</tr>
<tr>
<td>Homework: IXL Practice World War II: lead-up to war in Europe, Asia (5-J.8) IXL</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. WWII</td>
</tr>
<tr>
<td>Homework: IXL Practice World War II: global events (5-J.9) IXL</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Technology</td>
</tr>
<tr>
<td>Homework: IXL Practice</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>1. IXL Practice</td>
</tr>
<tr>
<td>Homework:</td>
<td></td>
</tr>
</tbody>
</table>

*Please be aware that unforeseen occurrences may cause these plans to change*
<table>
<thead>
<tr>
<th>Standard</th>
<th>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.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4(^{th}) a</td>
<td>Convert Measurements Using Division</td>
<td>Workbook Pg. 233-234</td>
</tr>
<tr>
<td>Tuesday 5(^{th}) B</td>
<td>Practice Converting Measurement</td>
<td>Workbook Pg. 235-236</td>
</tr>
<tr>
<td>Wed., 6(^{th}) A</td>
<td>Test for Higher Standard Review Game</td>
<td>Textbook Pg. 220-221</td>
</tr>
<tr>
<td>Thurs., 7(^{th}) B</td>
<td>Solve Word Problems Involving Conversion</td>
<td>Conversion Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workbook Pg 239-240</td>
</tr>
<tr>
<td>Friday, 8(^{th}) A</td>
<td>Converting Units Using Equations</td>
<td></td>
</tr>
</tbody>
</table>
Ms. Mathis

Pre-Weekly Plans

March 4th, 6th, & 8th, 2019

Monday, March 4th

5th and 6th grades


7th and 8th grades

Review cause and effect with p. # 92. Complete ixl utilizing cause and effect. (7th-D2 / 8th-D.2). Write a paragraph using text information from p. 36, “All About Ben Franklin.

Wednesday March 6th

5th and 6th grades

Pass out computers, 5th grade. Utilize smart-time. Read a selection from Epic Books. Answer given questions from the board; Who are the main characters? What is the story’s setting? What details helped you to conclude the story’s ending? How could the ending be different? Explain your answer. Complete ixl, capitalization errors, (5th-LL.1 / 6th-KK.1)

7th and 8th grades

Read a selection from Epic Books. Answer given questions from the board; Who are the main characters? What is the story’s setting? What details helped you to conclude the story’s ending? How could the ending be different? Explain your answer. Complete ixl, capitalization errors, (7th-PP.1 / 8th-QQ.1)

Friday, March 8th

5th and 6th grades

Pass out computers, 5th grade. Utilize smart-time. Go to the computer lab to complete review on Standards for Higher learning assignments. Use previous assessments to follow areas of concern.

7th and 8th grades (I will be leaving at 11:05. Mrs. Jackson has been informed.)

Go to the computer lab to complete review on Standards for Higher learning assignments. Use previous assessments to follow areas of concern.
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 the 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 obtaining.
- 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.

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.

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<thead>
<tr>
<th>Tuesday</th>
<th>Students will complete notes based on the standards</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Students will need to complete any worksheet not done in class</td>
</tr>
<tr>
<td></td>
<td>Students will need to complete study guide</td>
</tr>
<tr>
<td></td>
<td>Students will need to read and complete review questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thurs./Friday</th>
<th>Students will complete activity based on based on standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></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
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

Monday
1. Chinese Civilization

Homework:

Wednesday
1. Japan Civilization

Homework:

Friday
1. India Civilization

*Please be aware that unforeseen occurrences may cause these plans to change

LKCS Math 6th Grade – March 4, 2019
Teacher: Mrs. Cue  *Tutoring: Monday/Tutoring on Thursday

Standard
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents and positive rational numbers bases using the order of operations
6.EE.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 4th A  Chapter 6 Lesson 3 Variable & Expressions
Pg. 453

Tuesday 5th B  Chapter 6 Lesson 3 Variable & Expressions
Pg. 455-456

Wed., 6th A  Chapter 6 Lesson 4 Write Expressions
Pg. 465

Thurs., 7th B  Chapter 6 Lesson 4 Write Expressions
Pg. 467-468

Friday 8th A  Algebraic Properties
Mid-Chapter Test
Ms. Mathis

Pre-Weekly Plans

March 4th, 6th, & 8th, 2019

Monday, March 4th

5th and 6th grades


7th and 8th grades

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Wednesday March 6th

5th and 6th grades

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7th and 8th grades

Read a selection from Epic Books. Answer given questions from the board; Who are the main characters? What is the story’s setting? What details helped you to conclude the story’s ending? How could the ending be different? Explain your answer. Complete ixl, capitalization errors, (7th-PP.1 / 8th-QO.1)

Friday; March 8th

5th and 6th grades

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7th and 8th grades (I will be leaving at 11:05. Mrs. Jackson has been informed.)

Go to the computer lab to complete review on Standards for Higher learning assignments. Use previous assessments to focus areas of concern.
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
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.
7-3.3 Explain how the Haitian, Mexican, and South American revolutions were influenced by Enlightenment ideas as well as by the spread of nationalism and the revolutionary movements in the United States and Europe.
7-3.4 Explain how the Industrial Revolution caused economic, cultural, and political changes around the world.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1. European Nationalism</td>
<td>None</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. Unification</td>
<td>Read pg. 744-748</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Haitian, Mexican and South American Revolutions</td>
<td>Read pg. 749-751</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Industrial Revolution</td>
<td>Read pg. 724</td>
</tr>
<tr>
<td>Friday</td>
<td>1. Imperialism</td>
<td>None</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Standard</th>
<th>7.EE.I.5 Understand and apply laws of exponents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.RP.I Compute unit rate, including those involving complex fractions, with like or different units</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Monday 4&lt;sup&gt;th&lt;/sup&gt; A</th>
<th>7.EE.I.5 Understand and apply laws of exponents: Power to Power &amp; Product of Power</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HW: Handout</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 Vocabulary Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday 5&lt;sup&gt;th&lt;/sup&gt; B</th>
<th>7.EE.I.5 Understand and apply laws of exponents: Power to Power &amp; Product of Power</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HW: Handout</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Wed., 6&lt;sup&gt;th&lt;/sup&gt; A</th>
<th>Chapter 1 Vocabulary Sheet</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>7.RP.I Unit Rates</td>
</tr>
<tr>
<td></td>
<td>Pg. 13-14 even</td>
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<table>
<thead>
<tr>
<th>Thurs, 7&lt;sup&gt;th&lt;/sup&gt; B</th>
<th>Chapter 6 Study Guided</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>7.RP.I Unit Rates</td>
</tr>
<tr>
<td></td>
<td>Pg. 15-16 even</td>
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<table>
<thead>
<tr>
<th>Friday 8&lt;sup&gt;th&lt;/sup&gt; A</th>
<th>Complex Fractions and Unit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 6 Test</td>
</tr>
</tbody>
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Ms. Mathis

Pre-Weekly Plans

March 4th, 6th, & 8th, 2019

Monday, March 4th

5th and 6th grades


7th and 8th grades

Review cause and effect with p. # 92. Complete ixl utilizing cause and effect. (7th-D2 / 8th-D.2). Write a paragraph using text information from p. 36, "All About Ben Franklin.

Wednesday March 6th

5th and 6th grades

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Friday; March 8th

5th and 6th grades

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7th and 8th grades (I will be leaving at 11:05. Mrs. Jackson has been informed.)

Go to the computer lab to complete review on Standards for higher learning assignments. Use previous assessments to follow areas of concern.
Teacher: J. Hobbs

Course: Science 8th Grade (A – Day)

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.5A.1 Develop and use models to explain how the processes of weathering, erosion, and deposition change surface features in the environment.
- 8.E.5A.2 Use the rock cycle model to describe the relationship between the processes and forces that create igneous, sedimentary, and metamorphic rocks.
- 8.E.5A.3 Obtain and communicate information about the relative position, density, and composition of Earth’s layers to describe the crust, mantle, and core.

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<tr>
<td></td>
<td>Students will need to complete any worksheet not done in class</td>
</tr>
<tr>
<td></td>
<td>Students will need to read and complete review questions 1-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Students will complete activity based on standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will complete notes that wasn't finished</td>
</tr>
<tr>
<td></td>
<td>Students will have a vocabulary check and finish notes on heredity and activity</td>
</tr>
<tr>
<td></td>
<td>Students will need to read and complete review questions on</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>All homework due and quiz day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. weathering</td>
<td></td>
</tr>
<tr>
<td>2. erosion</td>
<td></td>
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<td>3. chemical</td>
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<td>4. mechanical</td>
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<td>5. decomposition</td>
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<td>6. sediments</td>
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<td>7. gravity</td>
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<td>8. glaciers</td>
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<td>9. waves</td>
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<td>10. wind</td>
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<td>11. soil</td>
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<td>12. rock</td>
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<td>13. deposition</td>
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<td>14. water</td>
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<td>15. landslides</td>
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<td>16. soils formation</td>
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<td>17. igneous</td>
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<td>18. metamorphic</td>
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### Social Studies

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

- Monday
  1. **Abolitionist**

**Homework:**

- Tuesday
  1. **Nullification**

**Homework:**

- Wednesday
  1. **Nullification**

**Homework:**

- Thursday
  1. Unionists, Cooperationists and Secessionists

**Homework:**

- Friday
  1. **Civil War**

**Homework:**

*Please be aware that unforeseen occurrences may cause these plans to change.*

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### Math

**8.EE.8 Investigate and solve real-world and mathematical problems involving systems of linear equations in two variables with integer coefficients and solutions.**

- d. Understand that systems of linear equations can have one solution, no solution or infinite many solutions.

**8.F.1 Explore the concept of functions.**

- a. Understand that a function assigns to each input exactly one output.
- b. Relate inputs (x-values or domain) and outputs (y-values or range) to independent and dependent variables.
- c. Translate among the multiple representations of a function, including mappings, tables, graphs, equations, and verbal descriptions.
- d. Determine if a relation is a function using multiple representations, including mappings, tables, graphs, equations, and verbal descriptions.
- e. Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function.

**Earn Extra Credit:** Work 2 or more hours/week on IXL or MOBY Max Assignments given by Mrs. Cue

**Monday 4th A**

Solve Systems of Equations Algebraically

Pg. 247 all

**Tuesday 5th B**

Solve System of Equations Algebraically

Pg. 249-250 even

**Wed., 6th A**

Chapter 4 Lesson 2 Relations

Pg. 282

**Thurs., 7th B**

Chapter 3 Test

Chapter 4 Lesson 2 Relations

Pg. 284-285

**Friday 8th A**

Chapter 4 Lesson 3 Functions