<table>
<thead>
<tr>
<th>Day</th>
<th>ELA:</th>
<th>Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 04/15/19</td>
<td>Dialogue Journal</td>
<td>Moby Macks Practice</td>
</tr>
<tr>
<td></td>
<td>Wonder PG 211-234</td>
<td>Parachute STEM challenge</td>
</tr>
<tr>
<td></td>
<td>Read Works Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Reading</td>
<td></td>
</tr>
<tr>
<td>Wednesday 04/17/19</td>
<td>Dialogue Journal</td>
<td>Moby Macks Practice</td>
</tr>
<tr>
<td></td>
<td>Wonder PG 236-248</td>
<td>Parachute STEM challenge</td>
</tr>
<tr>
<td></td>
<td>Read Works Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Reading</td>
<td></td>
</tr>
<tr>
<td>Friday 04/19/19</td>
<td>Dialogue Journal</td>
<td>Moby Macks Practice</td>
</tr>
<tr>
<td></td>
<td>Wonder PG 250-280</td>
<td>Parachute STEM challenge</td>
</tr>
<tr>
<td></td>
<td>Read Works Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Reading</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Day</th>
<th>3rd Math:</th>
<th>S. Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 04/16/19</td>
<td>Lesson 19 Using Symbols to Compare Fractions</td>
<td>Study Island Practice</td>
</tr>
<tr>
<td></td>
<td>Lesson 18 Understand Fraction Multiplication</td>
<td></td>
</tr>
<tr>
<td>Thursday 04/18/19</td>
<td>Lesson 19 Quiz</td>
<td>Study Island Practice</td>
</tr>
<tr>
<td></td>
<td>Lesson 19 Continue</td>
<td></td>
</tr>
</tbody>
</table>

**Tutoring will be held on Monday and 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**

- 5.P.5A.1 Use mathematical and computational thinking to describe and predict the motion of an object (including position, direction, and speed).
- 5.P.5A.2 Develop and use models to explain how the amount or type of force (contact and non-contact) affects the motion of an object.
- 5.P.5A.3 Plan and conduct controlled scientific investigations to test the effects of balanced and unbalanced forces on the rate and direction of motion of objects.
- 5.P.5A.4 Analyze and interpret data to describe how a change of force, a change in mass, or friction affects the motion of an object.
- 5.P.5A.5 Design and test possible devices or solutions that reduce the effects of friction on the motion of an object.

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.

| Monday/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 and read review questions at the end of each chapter and complete any handout or anything not done in class |
| Wednesday/Thursday | • 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. Inertia
2. Mass
3. Magnetism
4. Force
5. Gravity
6. Friction
7. Position
8. Direction
9. Speed
10. Balanced Forces
11. Unbalanced Forces
12. Acceleration
13. Deceleration
14. Texture
15. Surface
16. Rough surface
17. Smooth surface
18. Weight
19. Lubrication
20. Rate
21. Motion
**LKCS Math 5th Grade**

Teacher: Mrs. Cue  
April 15, 2019 *Tutoring: Monday/Tutoring on Thursday*

| Standard | 5.MDA.3 Understand concept of volume measurement.  
5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Return Spring Break Work Due: 4/18</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Monday 15th A** | Find volume using formula  
Textbook pg. 262-263 |
| **Tuesday 16th B** | Find volume of composite figures  
Textbook pg. 268-269 |
| **Wed., 17th A** | Find volume of composite figures  
Textbook pg. 271-272 |
| **Thurs., 18th B** | Perimeter, Area and Volume and identify which application is appropriate for a given situation |
| **Friday, 19th B** | Good Friday |

---

**LKCS U.S. History 5th Grade**

Teacher: Ms. Lloyd  
April 15-19, 2019  
**TUTORING IS EVERY Mon. & Thurs. Afterschool**

1. **5-6.2 Identify places in the world where the United States is involved in humanitarian and economic efforts, including the Middle East, the Balkans, Central America, Africa, and Asia.**

2. **5-6.3 Explain the impact of the September 11, 2001 terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism.**

3. **5-6.4 Explain how technological innovations have changed daily life in the United States, including the changes brought about by computers, satellites, and mass communication systems.**

4. **5-6.5 Identify examples of cultural exchanges, including those in food, fashion, and entertainment, that illustrate the growing global interdependence between the United States and other countries.**

5. **5-6.6 Identify issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources.**

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1. US Efforts</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. 9/11</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Technology</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Cultural Exchanges</td>
</tr>
<tr>
<td>Friday</td>
<td>No School</td>
</tr>
</tbody>
</table>

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

Pre-Weekly Plans

April 15th and 17th, 2019

Monday, April 15th:

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Complete the SC Ready Sample quiz. Read both passages together. Explain the writer’s checklist on p. 16. Complete the writing prompt on p. 13. Explain to the group that they can create an organizer if needed. Finish the rest of the quiz after writing has been placed on pp. 14 and 15. Explain that p. 15 is there is more space is required.

7th and 8th Grades:


Wednesday, April 17th:

5th and Grade:


6th, 7th, and 8th Grades:

Standards taught
this week:

Science:

Standard 6

- 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.

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.

<table>
<thead>
<tr>
<th>Monday/Tuesday</th>
<th>Students will complete notes based on the standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will need to complete the vocabulary for the week</td>
</tr>
<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 complete study guide</td>
</tr>
<tr>
<td></td>
<td>Students will need to read and complete review questions</td>
</tr>
<tr>
<td>Thurs./Friday</td>
<td>Students will complete activity based on standards</td>
</tr>
<tr>
<td></td>
<td>Students will complete notes that wasn't finished</td>
</tr>
<tr>
<td></td>
<td>Students will need to complete any worksheet not done in class</td>
</tr>
<tr>
<td></td>
<td>Students will have a vocabulary check</td>
</tr>
<tr>
<td></td>
<td>Students will need to read and complete review questions</td>
</tr>
</tbody>
</table>

1. Instinct
2. Hibernation
3. Migration
4. Grouping
5. Courtship
6. Camouflage
7. Ejection
8. Mimicry
9. Conditioning
10. Echinoderm
11. Mollusk
12. Segmented Worm
13. Asexual Reproduction
14. Sexual Reproduction
### LKCS Math 6th Grade – April 15, 2019

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

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
</table>
| 6.EE.1.3 Apply mathematical properties to generate equivalent expressions  
6.EE.5 Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.  
6.EE.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.  
6.EE.8 Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions in real-world and mathematical situations.  
a. Write an inequality of the form $x > c$ or $x < c$ and graph the solution set on a number line.  
b. Recognize that inequalities have infinitely many solutions |

**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>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 15th A</td>
<td>Equivalent Expressions</td>
</tr>
<tr>
<td></td>
<td>499</td>
</tr>
<tr>
<td>Tuesday 16th B</td>
<td>Equivalent Expressions</td>
</tr>
<tr>
<td></td>
<td>501-502</td>
</tr>
<tr>
<td>Wed., 17th A</td>
<td>One Step Addition &amp; Subtraction Equations</td>
</tr>
<tr>
<td></td>
<td>Handout</td>
</tr>
<tr>
<td>Thurs., 18th B</td>
<td>One step Multiplication &amp; Division Equations</td>
</tr>
<tr>
<td></td>
<td>Handout</td>
</tr>
<tr>
<td>Friday, 19th A</td>
<td>Good Friday</td>
</tr>
</tbody>
</table>

---

### LKCS Ancient Civ.  6th Grade

**Teacher:** Ms. Lloyd  *April 15-19, 2019*

**TUTORING IS EVERY Mon. & Thurs. Afterschool**

| 6-4.1 Compare the major contributions of the African civilizations of Ghana, Mali, and Songhai, including the impact of Islam on the cultures of these kingdoms.  
6-4.2 Describe the influence of geography on trade in the African kingdoms, including the salt and gold trades. |
| Monday 1. African Civilizations |
| Wednesday 1. African Civilizations |

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

Pre-Weekly Plans

April 15th and 17th, 2019

Monday, April 15th:

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Complete the SC Ready Sample quiz. Read both passages together. Explain the writer’s checklist on p. 16. Complete the writing prompt on p. 13. Explain to the group that they can create an organizer if needed. Finish the rest of the quiz after writing has been placed on pp. 14 and 15. Explain that p. 15 is there is more space is required.

7th and 8th Grades:

Complete 1-10 on the text structure review quiz together. Complete the writing response on the last page. Complete 11-15 alone. Complete ixl (7th=.4/8th=.4).

Wednesday, April 17th:

5th and Grade:


6th, 7th, and 8th Grades:

LKCS 7th Grade Science/Preweekly Report

Teacher: J. Hobbs  
Tutoring: M: 3:15-4:30 TH 3:15-4:00

Course: Science 7th Grade (A – Day)

Standards taught this week:

<table>
<thead>
<tr>
<th>Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.L.3A.1 Obtain and communicate information to support claims that (1) organisms are made of one or more cells, (2) cells are the basic unit of structure and function of organisms, and (3) cells come only from existing cells.</td>
</tr>
<tr>
<td>7.L.3A.2 Analyze and interpret data from observations to describe different types of cells and classify cells as plant, animal, protist, or bacteria.</td>
</tr>
<tr>
<td>7.L.3A.3 Develop and use models to explain how the relevant structures within cells (including cytoplasm, cell membrane, cell wall, nucleus, mitochondria, chloroplasts, lysosomes, and vacuoles) function to support the life of plant, animal, and bacterial cells.</td>
</tr>
<tr>
<td>7.L.3A.4 Construct scientific arguments to support claims that bacteria are both helpful and harmful to other organisms and the environment</td>
</tr>
</tbody>
</table>

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 at which students are able to master the material presented.

| Monday/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 |
| Wednesday/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 |

24. Prokaryotic  
25. Protist  
26. Sexual Reproduction  
27. Unicellular  
28. Vacuole

1. Asexual Reproduction  
2. Bacteria  
3. Cell  
4. Cell Membrane  
5. Cellular Respiration  
6. Cell Theory  
7. Cell Wall  
8. Cellular Waste  
9. Eukaryotic  
10. Genetic Material  
11. Lysosomes  
12. Membrane Bound  
13. Mitochondria  
14. Mitosis  
15. Multicellular  
16. Non-Photosynthetic  
17. Nucleus  
18. Organelles  
19. Osmosis  
20. Photosynthetic  
21. Photosynthesis  
22. Pathogen  
23. Pigment
**LKCS Math 7th Grade – April 15, 2019**  
**Teacher: Mrs. Cue**  
**Tutoring: Monday/Tutoring on Thursday**

| Standard | 7.GM.2 Construct triangles and special quadrilaterals using a variety of tools (e.g., freehand, ruler and protractor, technology)  
7.GM.5 Write equations to solve problems involving the relationships between angles formed by two intersecting lines, including supplementary, complementary, vertical, and adjacent  
**EARN EXTRA CREDIT: WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE** |
| --- | --- |
| **Monday 15th A** | Classify Angles  
**Homework pg. 541-542** |
| **Tuesday 16th B** | Complementary & Supplementary Angles  
**Pg. 547** |
| **Wed., 17th A** | Complementary & Supplementary Angles  
**Pg. 549-550** |
| **Thurs, 18th B** | Triangles  
**Pg. 599** |
| **Friday, 19th B** | Good Friday |

---

**LKCS World History 7th Grade – April 15-19, 2019**  
**Teacher: Ms. Lloyd**  
**TUTORING IS EVERY Mon. & Thurs. Afterschool**

| Standard | 7-4.1 Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia’s withdrawal from and the United States entry into the war.  
7-4.2 Explain the outcomes of World War I, including the creation of President Woodrow Wilson’s Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nations.  
7-4.3 Explain the causes and effects of the worldwide depression that took place in the 1930s, including the effects of the economic crash of 1929.  
7-4.4 Compare the ideologies of socialism, communism, fascism, and Nazism and their influence on the rise of totalitarian governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide depression. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>1. World War I</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>1. World War I</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>1. Worldwide Depression</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>1. Ideologies</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>No School</td>
</tr>
</tbody>
</table>

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

Pre-Weekly Plans

April 15th and 17th, 2019

Monday, April 15th:

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Complete the SC Ready Sample quiz. Read both passages together. Explain the writer’s checklist on p. 16. Complete the writing prompt on p. 13. Explain to the group that they can create an organizer if needed. Finish the rest of the quiz after writing has been placed on pp. 14 and 15. Explain that p. 15 is there is more space is required.

7th and 8th Grades:


Wednesday, April 17th:

5th and Grade:


6th, 7th, and 8th Grades:

**Science:**

- 8.E.5A.1 Develop and use models to explain how the process 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.
- 8.E.5A.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.5A.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.

<table>
<thead>
<tr>
<th>Monday/Tuesday</th>
<th>Students will complete notes based on the standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will need to complete the vocabulary for the week</td>
</tr>
<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 questions 1-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday/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>
</tr>
</tbody>
</table>

| Friday | All homework due and quiz day |

1. Continental Crust
2. Oceanic crust
3. Basalt
4. Mantle
5. Lithosphere
6. Asthenosphere
7. Outer core
8. Inner core
9. Magnetic field
10. Lithospheric plate
11. Convection currents
12. Theory of plate tectonics
13. Landform
14. Plate boundary
15. Continental plate
16. Divergent boundary
17. Mid-ocean ridge
18. Rift zone
19. Seafloor spreading
20. Convergent boundary
21. Subduction
**Standard**
8.F.2 Compare multiple representations of two functions, including mapping, tables, graphs, equations, and verbal descriptions, in order to draw conclusions.

8.F.5 Apply the concepts of linear and nonlinear functions to graphs in real-world and mathematical situations.
b. Sketch the graph of a function from a verbal description. c. Write a verbal description from the graph of a function with and without scales.

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

<table>
<thead>
<tr>
<th>Monday 15th A</th>
<th>Compare Properties of Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pg. 315-316</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday 16th B</th>
<th>Compare Properties of Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pg. 317-318</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wed., 17th A</th>
<th>Qualitative Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pg. 351</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thurs., 18th B</th>
<th>Qualitative Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pg. 353-354</td>
</tr>
</tbody>
</table>

| Friday, 19th A | Good Friday                     |

---

**LKCS S.C. History 8th Grade**
**Teacher: Ms. Lloyd**

**TUTORING IS EVERY Mon. & Thurs. Afterschool**

8-5.4 Summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.

8-5.5 Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration.

8-5.6 Compare the plight of farmers in South Carolina with that of farmers throughout the United States, including the problems of overproduction, natural disasters, and sharecropping and encompassing the roles of Ben Tillman, the Populists, and land-grant colleges.

8-5.7 Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West.

<table>
<thead>
<tr>
<th>Monday</th>
<th>1. Discriminatory Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>1. Industrialization</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Populists</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Migration Patterns</td>
</tr>
<tr>
<td>Friday</td>
<td>No School</td>
</tr>
</tbody>
</table>

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

Pre-Weekly Plans

April 15th and 17th, 2019

Monday, April 15th:

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Complete the SC Ready Sample quiz. Read both passages together. Explain the writer’s checklist on p. 16. Complete the writing prompt on p. 13. Explain to the group that they can create an organizer if needed. Finish the rest of the quiz after writing has been placed on pp. 14 and 15. Explain that p. 15 is there is more space is required.

7th and 8th Grades:


Wednesday, April 17th:

5th and Grade:


6th, 7th, and 8th Grades: