3rd and 4th Pre-Weekly

Mrs. Jimenez

April 22-26, 2019

A-Day

<table>
<thead>
<tr>
<th>Monday</th>
<th>ELA:</th>
<th>Science: Moby Max Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/22/19</td>
<td>Dialogue Journal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wonder PG 236-242</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Works Practice</td>
<td></td>
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<tr>
<td></td>
<td>Independent Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework: Read for 20 Minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>ELA:</th>
<th>Science: Re-Test Parachute Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/24/19</td>
<td>Dialogue Journal</td>
<td>*RI/MI TESTING</td>
</tr>
<tr>
<td></td>
<td>Wonder PG 242-248</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Works Practice</td>
<td></td>
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<tr>
<td></td>
<td>Independent Reading</td>
<td></td>
</tr>
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<td></td>
<td>Homework: Read for 20 Minutes</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>ELA:</th>
<th>Science: Introduction of Egg Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/26/19</td>
<td>Dialogue Journal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wonder PG 250-265</td>
<td></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></td>
<td>Homework: Read for 20 Minutes</td>
<td></td>
</tr>
</tbody>
</table>

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

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

B-Day

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Math: Math 4 Today Week 18 Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/23/17</td>
<td>3rd grade: Lesson 20 Tell and Write Time</td>
</tr>
<tr>
<td></td>
<td>4th grade: Lesson 19 Multiply Fractions</td>
</tr>
</tbody>
</table>

| Science: Study Island Practice |

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Math: Math 4 Today Week 18 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/25/17</td>
<td>3rd grade: Lesson 20 Tell and Write Time Continue</td>
</tr>
<tr>
<td></td>
<td>4th grade: Lesson 19 Multiply Fractions Continue</td>
</tr>
</tbody>
</table>

| Science: Moby Max Practice |
| *RI/MI TESTING |

Tutoring will be held on 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

Course: Science 5th Grade (A – Day)

Standards taught this week:

**Science:**

**Standard 5**

- 5.P.5A The motion of an object can be described in terms of its position, direction, and speed. The rate and motion of an object is determined by multiple factors.
- 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.

<table>
<thead>
<tr>
<th>Monday/Tuesday</th>
<th>Monday/Tuesday</th>
<th>Monday/Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete notes based on the standards</td>
<td>Students will complete vocabulary for the week</td>
<td>Students will complete any worksheet not done in class</td>
</tr>
<tr>
<td>Students will need to complete any worksheet not done in class</td>
<td>Students will complete notes that wasn’t finished</td>
<td>Students need to complete and read review questions at the end of each chapter and complete any handout or anything not done in class</td>
</tr>
</tbody>
</table>

**WEDNESDAY will be a LAB DAY!!!!!!!!!!**

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
Kathy Mathis

Pre-Weekly Plans

April 22nd, 24th, and 26th, 2019

Monday: April 22nd

5th and 6th Grades:


7th and 8th Grades:

Read the and discuss the given text, Mother to Son. Complete related response questions at the end of the story. Refer to the text for evidence. Complete context clues review in ixl, (7th=V.1/8th=W.1). (RL.9)

Wednesday: April 24th

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Read the and discuss the given text, A Kid in a Candy Store. Point out quotation marks and how they are used. Complete the related response questions. Complete ixl (6th=LL.4/5th=MM.4), punctuating dialogue. (RL.12)

7th and 8th Grades:


Friday: April 26th

5th and 6th Grades:


7th and 8th Grades:

<table>
<thead>
<tr>
<th>Standard</th>
<th>5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.G.1 Define a coordinate system.</td>
</tr>
<tr>
<td></td>
<td>a. The x- and y-axes are perpendicular number lines that intersect at 0 (the origin);</td>
</tr>
<tr>
<td></td>
<td>b. Any point on the coordinate plane can be represented by its coordinates;</td>
</tr>
<tr>
<td></td>
<td>c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin</td>
</tr>
<tr>
<td></td>
<td>d. The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.</td>
</tr>
</tbody>
</table>

Return Spring Break Work Due: 4/22

<table>
<thead>
<tr>
<th>Monday 22nd</th>
<th>Find volume of composite figures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hw: Textbook pg. 271-272</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday 23rd B</th>
<th>Perimeter, Area and Volume and identify which application is appropriate for a given situation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hw: handout</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wed., 25th A</th>
<th>Understand the Coordinate Plane</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pg. 288-289</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thurs., 26th B</th>
<th>Graph Points on the Coordinate Plane</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pg. 298-299</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday, 27th B</th>
<th>Coordinate plane Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classify Two Dimensional Shapes</td>
</tr>
</tbody>
</table>
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.

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.

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.

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.

5-6.6 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>Monday</th>
<th>1. Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>1. Cultural Exchanges</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Review for SC PASS</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Review for SC PASS</td>
</tr>
<tr>
<td>Friday</td>
<td>1. Review for SC PASS</td>
</tr>
</tbody>
</table>

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

Standard 6

- 6.L.5.B. The Plant Kingdom consists of organisms that primarily make their own food (autotrophs) and are commonly classified based on internal structures that function in the transport of food and water. Plants have structural and behavioral adaptations that increase the chances of reproduction and survival in changing environments.
- 6.L.5.B.1 Construct explanations of how the internal structures of vascular and nonvascular plants transport food and water.
- 6.L.5.B.2 Analyze and interpret data to explain how the processes of photosynthesis, respiration, and transpiration work together to meet the needs of plants.
- 6.L.5.B.3 Develop and use models to compare structural adaptations and processes that flowering plants use for defense, survival, and reproduction.
- 6.L.5.B.4 Plan and conduct controlled scientific investigations to determine how changes in environmental factors (such as air, water, light, minerals, or space) affect the growth and development of a flowering plant.
- 6.L.5.B.5 Analyze and interpret data to describe how plants respond to external stimuli (including temperature, light, touch, water, and gravity).

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 study guide  
| Students will need to read and complete review questions |
| Thurs./Friday | Students will complete activity based on 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 |

2. Anther  
3. Cone  
4. Dicot  
5. Dormant  
6. Embryo  
7. Fibrous Root  
8. Germination  
9. Glucose  
10. Gravitropism  
11. Guard Cells  
12. Hydrotropism  
13. Monocot  
14. Nonvascular  
15. Ovary  
16. Ovule  
17. Photosynthesis  
18. Phloem  
19. Pistil  
20. Respiration  
21. Spore  
22. Stamen  
23. Stigma  
24. Style  
25. Taproot  
26. Thigmotropism  
27. Transpiration  
28. Tropism  
29. Vascular  
30. Xylem
Kathy Mathis

Pre-Weekly Plans

April 22nd-24th, and 26th, 2019

Monday: April 22nd

5th and 6th Grades:


7th and 8th Grades:

Read the and discuss the given text, Mother to Son. Complete related response questions at the end of the story. Refer to the text for evidence. Complete context clues review in ixl, (7th=V.1/8th=W.1). (RL.9)

Wednesday: April 24th

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Read the and discuss the given text, A Kid in a Candy Store. Point out quotation marks and how they are used. Complete the related response questions. Complete ixl (6th=LL.4/5th=MM.4), punctuating dialogue. (RL.12)

7th and 8th Grades:


Friday: April 26th

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Review analogies. Complete ixl, (5th=T.1/6th=U.1). Complete vocabulary review on p. 34. Complete response writing the journal entry activity at the bottom of the page.

7th and 8th Grades:

**LKCS Math 6th Grade – April 22, 2019**

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

| Standard | 6.EE.1.5 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.1.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.  
6.EE.1.8 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  
6.EE.1.9 Investigate multiple representations of relationships in real-world and mathematical situations.  
a. Write an equation that models a relationship between independent and dependent variables.  
b. Analyze the relationship between independent and dependent variables using graphs and tables.  
c. Translate among graphs, tables, and equations. |
|---|---|
| Monday 22nd A | Equivalent Expressions  
501-502 |
| Tuesday 23rd B | One Step Addition & Subtraction Equations  
Handout |
| Wed., 24th A | One step Multiplication & Division Equations  
Handout |
| Thurs., 25th B | Function Tables and Function Rules  
Handout |
| Friday, 26th A | Functions & Equations |

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**LKCS Ancient Civ. 6th Grade**  
Teacher: Ms. Lloyd  
April 22-26, 2019  
**TUTORING IS EVERY Mon. & Thurs. Afterschool**

| 6-4.3 Compare the contributions and the decline of the Maya, Aztec, and Inca civilizations in Central and South America, including their forms of government and their contributions in mathematics, astronomy, and architecture.  
6-4.4 Explain the contributions, features, and rise and fall of the North American ancestors of the numerous Native American tribes, including the Adena, Hopewell, Pueblo, and Missippian cultures.  
6-5.1 Explain feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system. |
|---|---|
| Monday | 1.  
Maya, Aztec and Inca |
| Wednesday | 1.  
Adena, Hopewell, Pueblo, and Mississippian cultures |
| Friday | 1.  
Feudalism |

*Please be aware that unforeseen occurrences may cause these plans to change*
Teacher: J. Hobbs

Course: Science 7th Grade (A – Day)

Standards taught this week:

Science:

- 7.L.3B. Multicellular organisms (including humans) are complex systems with specialized cells that perform specific functions. Organs and organ systems are composed of cells that function to serve the needs of cells which in turn serve the needs of the organism.
- 7.L.3B.1 Develop and use models to explain how the structural organizations within multicellular organisms' function to serve the needs of the organism.
- 7.L.3B.2 Construct explanations for how systems in the human body (including circulatory, respiratory, digestive, excretory, nervous, and musculoskeletal systems) work together to support the essential life functions of the body.

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|                | 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 need to complete any worksheet not done in class  
|                    | 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 |

2. Anus  
3. Arteries  
4. Bladder  
5. Blood  
6. Blood Vessels  
7. Bones  
8. Brain  
9. Brainstem  
10. Bronchi (Bronchus)  
11. Capillaries  
12. Cardiac  
13. Muscles  
14. Cerebellum  
15. Cerebrum  
16. Circulatory system  
17. Connective Tissue  
18. Diaphragm  
19. Digestive System  
20. Esophagus  
21. Excretory (Urinary) System  
22. Gallbladder  
23. Heart  
24. Involuntary Muscles  
25. Joints
Kathy Mathis

Pre-Weekly Plans

April 22nd, 24th, and 26th, 2019

Monday: April 22nd

5th and 6th Grades:


7th and 8th Grades:

Read the and discuss the given text, Mother to Son. Complete related response questions at the end of the story. Refer to the text for evidence. Complete context clues review in ixl, (7th=V.1/8th=W.1). (RL.9)

Wednesday: April 24th

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Read the and discuss the given text, A Kid in a Candy Store. Point out quotation marks and how they are used. Complete the related response questions. Complete ixl (6th=LL.4/5th=MM.4), punctuating dialogue. (RL.12)

7th and 8th Grades:


Friday: April 26th

5th and 6th Grades:


7th and 8th Grades:

| 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  
| 7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.  
| 7.GM.3 Describe two-dimensional cross-sections of three-dimensional figures, specifically right rectangular prisms and right rectangular pyramids. |
| Monday 22\textsuperscript{nd} A | Complementary & Supplementary Angles |
| Pg. 549-55C |
| Tuesday 23\textsuperscript{rd} B | Triangles |
| Pg. 599 |
| Wed., 24\textsuperscript{th} A | Scale Drawings |
| Pg. 581-582 |
| Thurs, 25\textsuperscript{th} B | Cross Sections |
| Pg. 599-600 |
| Friday, 26\textsuperscript{th} B | Circumference and Area of Circles |
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.

7-4.5 Summarize the causes and course of World War II, including drives for empire, appeasement and isolationism, the invasion of Poland, the Battle of Britain, the invasion of the Soviet Union, the “Final Solution,” the Lend-Lease program, Pearl Harbor, Stalingrad, the campaigns in North Africa and the Mediterranean, the D-Day invasion, the island-hopping campaigns, and the bombing of Hiroshima and Nagasaki.

<table>
<thead>
<tr>
<th>Monday</th>
<th>1. World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>1. Worldwide Depression</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Ideologies</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Ideologies</td>
</tr>
<tr>
<td>Friday</td>
<td>1. World War II</td>
</tr>
</tbody>
</table>

*Please be aware that unforeseen occurrences may cause these plans to change*
Teacher: J. Hobbs

Course: Science 8th Grade (A - Day)

Standards taught this week:

**Science:**

- 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).

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| 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 read and complete review questions questions 1-5 |
|----------------|---------------------------------------------------------------------|
| Wednesday/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. 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
Kathy Mathis

Pre-Weekly Plans

April 22nd, 24th, and 26th, 2019

Monday: April 22nd

5th and 6th Grades:


7th and 8th Grades:

Read the and discuss the given text, Mother to Son. Complete related response questions at the end of the story. Refer to the text for evidence. Complete context clues review in ixl, (7th=V.1/8th=W.1). (RL.9)

Wednesday: April 24th

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Read the and discuss the given text, A Kid in a Candy Store. Point out quotation marks and how they are used. Complete the related response questions. Complete ixl (6th=LL.4/5th=MM.4), punctuating dialogue. (RL.12)

7th and 8th Grades:


Friday: April 26th

5th and 6th Grades:


7th and 8th Grades:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Monday 22nd A</th>
<th>Tuesday 23rd B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.F.5b. Sketch the graph of a function from a verbal description.</td>
<td>Qualitative Graph</td>
<td>Qualitative Graph</td>
</tr>
<tr>
<td>8.GM.5c Extend and apply previous knowledge of angles to properties of</td>
<td>Pg. 351</td>
<td>Pg. 353-354</td>
</tr>
<tr>
<td>triangles, similar figures, and parallel lines cut by a transversal.</td>
<td></td>
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</tr>
<tr>
<td>a. Discover that the sum of the three angles in a triangle is 180</td>
<td></td>
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<tr>
<td>degrees. b. Discover and use the relationship between interior and</td>
<td></td>
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<tr>
<td>exterior angles of a triangle. c. Identify congruent and</td>
<td></td>
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<tr>
<td>supplementary pairs of angles when two parallel lines are cut by a</td>
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<tr>
<td>transversal. d. Recognize that two similar figures have congruent</td>
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<tr>
<td>corresponding angles. 8.GM.6 Use models to demonstrate a proof of the</td>
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<tr>
<td>Pythagorean Theorem and its converse. 8.GM.6 Apply the Pythagorean</td>
<td></td>
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<tr>
<td>Theorem to model and solve real-world and mathematical problems in</td>
<td></td>
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<tr>
<td>two and three dimensions involving right triangles.</td>
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</table>

| Wed., 24th A               | Lines                   | Geometric Proof       |
|                           | Skill Practice Handout  | Skill Practice Handout |
|                           |                         |                       |
| Thurs., 25th B            |                         |                       |

| Friday, 26th A            | Angles of Triangles     |                       |
|                           |                         |                       |
**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.

**8-5.8** Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.

<table>
<thead>
<tr>
<th>Monday</th>
<th>1. Jim Crow / Industrialization</th>
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<tr>
<td>Tuesday</td>
<td>1. Populists</td>
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<td>Wednesday</td>
<td>1. Migration Patterns</td>
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<td>Thursday</td>
<td>1. Progressive Movement</td>
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<tr>
<td>Friday</td>
<td>1. Progressive Movement</td>
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*Please be aware that unforeseen occurrences may cause these plans to change.*