LKCS Pre-Weekly 3rd & 4th Grade

Mrs. Jimenez

August 20-24, 2018

A-Day Schedule

<table>
<thead>
<tr>
<th>Monday 8/20/18</th>
<th><strong>ELA:</strong> Reader’s and Writer’s Workshop 3rd &amp; 4th Grade: First Day Jitters First Day Jitters Writing</th>
<th><strong>3rd Grade Science:</strong> What is a scientist? Draw and create a scientist.</th>
<th><strong>3rd Grade Social Studies:</strong> South Carolina Geography PowerPoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 8/22/18</td>
<td><strong>ELA:</strong> Reader’s Workshop: The One and Only Ivan Independent Reading 3rd Grade: Destiny’s Gift 4th Grade: The Fun They Had Writer’s Workshop: The Relatives Came</td>
<td><strong>3rd Grade Science:</strong> Lab Safety PowerPoint Homework: Study for Quiz on Friday</td>
<td><strong>3rd Grade Social Studies:</strong> South Carolina Geography 6 Landform Regions Homework: Take Home Quiz</td>
</tr>
<tr>
<td>Friday 8/24/18</td>
<td><strong>ELA:</strong> Reader’s and Writer’s Workshop: The One and Only Ivan Independent reading 3rd Grade: Destiny’s Gift continue 4th Grade: The Fun They Had continued Writer’s Workshop: We Had a Picnic This Summer Past</td>
<td><strong>3rd Grade Science:</strong> Scientific Method Foldable and Lab</td>
<td><strong>3rd Grade Social Studies:</strong> Creating the 6 regions of South Carolina</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Grade</th>
<th>From:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Gen music</td>
<td>Mr. Williams</td>
<td>3rd-8th</td>
<td>8/20</td>
<td>8/24</td>
</tr>
<tr>
<td>Monday</td>
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<tr>
<td>Tuesday</td>
<td>Classroom rules</td>
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<td>Wednesday</td>
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LKCS Pre-Weekly 3rd & 4th Grade

Mrs. Jimenez

August 20-24, 2018

B-Day Schedule

| Tuesday 8/21/18 | Math: 3rd Grade: Place Value and Rounding | 4th Grade Science: Scientific Method Foldable and Lab | 4th Social Studies: Land Bridge Theory |
| Monday 8/20/18 | 4th Grade: Addition and Subtraction of Whole Numbers |  |

| Thursday 8/23/18 | Math: 3rd Grade: Place Value and Rounding | 4th Grade Science: Scientific Method Foldable and Lab | 4th Grade Social Studies: Land Bridge Theory |
| Thursday 8/23/18 | 4th Grade: Addition and Subtraction of Whole Numbers |  |

Ms. Simpson – Dance - Week 8/20-3/24

<table>
<thead>
<tr>
<th>SC Standards – Grades 3-6</th>
</tr>
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<tbody>
<tr>
<td>D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements.</td>
</tr>
<tr>
<td>D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance</td>
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<tr>
<th>SC Standards Grades 7-8</th>
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<tbody>
<tr>
<td>DH1-1.4 Perform movement sequences with a broad range of movement qualities.</td>
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<tr>
<td>DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others.</td>
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<tr>
<td>DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance</td>
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<td>DH7-1.3 Continue to refine technique through teacher correction and self-evaluation.</td>
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<tr>
<td>DH7-1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).</td>
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<tr>
<td>1. Introduction to Class</td>
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<tr>
<td>2. Vocabulary Beg Ballet</td>
</tr>
<tr>
<td>3. Class Warm up</td>
</tr>
<tr>
<td>4. Jazz Dance Basics</td>
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<tr>
<td>5. Across the Floor Movement</td>
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<tr>
<td>6. Center Floor Work</td>
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<tr>
<td>Homework – Complete coloring sheet</td>
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<tr>
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<td>1. Introduction to class</td>
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<tr>
<td>3. Vocabulary Beg Ballet</td>
</tr>
<tr>
<td>4. Ballet Barre Warm up (using Vocab words)</td>
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<tr>
<td>5. Conditioning</td>
</tr>
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<td>6. Jazz Basics</td>
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<td>6. Across the Floor Movement</td>
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<tr>
<td>7. Center Floor Work</td>
</tr>
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<td>Homework: Complete list of goals for the year</td>
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</tbody>
</table>
**LKCS ELA 5th Grade**
**Teacher: Ms. Lloyd**
**August 21-23, 2018(B Day)**

5.W.Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well chosen details, and well structured event sequences. 5. RI.Standard 3: Know and apply grade level phonics and word analysis skills in decoding words. 5.RI.Standard 4: Read with sufficient accuracy and fluency to support comprehension.

| Tuesday, August 21 | 1. Review Classroom Expectations and Procedures.  
|                    | 2. Classroom Tour.  
|                    | 3. Narrative Writing  
| Homework: Complete Classwork.  |

| Thursday, August 23 | 1. Review Classroom Expectations and Procedures.  
|                     | 2. School Culture.  
|                     | 3. Narrative Writing  
| Homework: Complete Classwork.  |

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

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**Ms. Simpson – Dance - Week 8/20-8/24**

| SC Standards - Grades 3-6 | 1. D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements.  
|                           | 2. Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance  
|                           | 3. D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.  |

| SC Standards Grades 7-8  | 1. DH1-1.4 Perform movement sequences with a broad range of movement qualities.  
|                         | 2. DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others.  
|                         | 3. DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance  
|                         | 4. DH7-1.8 Continue to refine technique through teacher correction and self-evaluation.  
|                         | 5. DH7-1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).  |

| Grades 3-6 | 1. Introduction to Class  
|           | 2. Vocabulary Beg Ballet  
|           | 3. Class Warm up  
|           | 4. Jazz Dance Basics  
|           | 5. Across the Floor Movement  
|           | 6. Center Floor Work  
| Homework: Complete coloring sheet.  |

| Grades 7-8 | 1. Introduction to class  
|           | 3. Vocabulary Beg Ballet  
|           | 4. Ballet Barre Warm up (using Vocab words)  
|           | 5. Conditioning  
|           | 6. Jazz Basics  
|           | 6. Across the Floor Movement  
|           | 7. Center Floor Work  
| Homework: Complete list of goals for the year.  |
LKCS 5th Grade Science/Preweekly Report

Teacher: J. Hobbs
Course: Science 5th Grade (A – Day)
Standards taught this week:

Science:
Standard 5.S.1: The student will use the science and engineering practices including the processes and skills of scientific inquiry, to develop understandings of science content.

**** 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.

| Mon 8/20 | 1. Start-Up  
2. First Day of School Activities (introductions, review class rules and expectations)  
3. Teacher/School Culture Orientation  
4. Homework: return signed Syllabus and lab contract |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tues 8/21</td>
<td></td>
</tr>
</tbody>
</table>
| Wed 8/22 | 1. Start-Up  
2. Scientific Method Steps and notes handout  
3. Lab Safety Notes and symbols  
4. Homework Study notes on lab symbols, lab safety, and Scientific Method |
| Thurs 8/23 |  
| Fri 8/24 | 1. Review for quiz  
2. Quiz in on Lab safety, symbols, and Scientific Method  
3. Lab (double Stuff Oreo) |

Vocabulary:
Construct
Evaluate
Formulate
Variables
Data- information

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Monday

Tuesday Classroom rules

Wednesday

Thursday Classroom rules

Friday
Unit 1

**Standard 5-1:** The student will demonstrate an understanding of Reconstruction and its impact on the United States.

- **5-1.1** Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.
- **5-1.2** Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping.
- **5-1.3** Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.
- **5-1.4** Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.

<table>
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<tr>
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<td><strong>Monday, August 20</strong></td>
<td></td>
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<tr>
<td>4.</td>
<td>Review Classroom Expectations and Procedures.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Classroom Tour.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>How do you learn best?</td>
<td></td>
</tr>
<tr>
<td><strong>Homework:</strong></td>
<td>Get familiar with your textbook and workbook.</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, August 22</strong></td>
<td></td>
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<tr>
<td>4.</td>
<td>Review Classroom Expectations and Procedures.</td>
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<td>5.</td>
<td>School Culture.</td>
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<tr>
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<tr>
<td><strong>Friday, August 24</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Introduction to Reconstruction</td>
<td></td>
</tr>
<tr>
<td><strong>Homework:</strong></td>
<td>pg. 201 questions 1-3.</td>
<td></td>
</tr>
</tbody>
</table>

*Please be aware that unforeseen occurrences may cause these plans to change*
**6th Grade**

**Teacher: Ms. Lloyd**

**August 21-23, 2018 (B Day)**

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**6W Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**6.RL Standard 2:** Know and apply grade level phonics and word analysis skills in decoding words.

**6.RL Standard 4:** Read with sufficient accuracy and fluency to support comprehension.

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**Tuesday, August 21**

1. Review Classroom Expectations and Procedures.
2. Classroom Tour.
3. How do you learn best?

**Homework:** Complete Classwork.

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**Thursday, August 23**

1. Review Classroom Expectations and Procedures.
2. School Culture.

**Homework:** Complete classwork.

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**Ms. Simpson – Dance - Week 8/20-3/24**

**SC Standards – Grades 3-6**

- D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and non-locomotor movements.
- Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.
- D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.

**SC Standards Grades 7-8**

- DH1-1.4 Perform movement sequences with a broad range of movement qualities.
- DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others.
- DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance.
- DH7-1.3 Continue to refine technique through teacher correction and self-evaluation.
- DH7-1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).

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**Grades 3-6**

1. Introduction to Class
2. Vocabulary Beg Ballet
3. Class Warm up
4. Jazz Dance Basics
5. Across the Floor Movement
6. Center Floor Work

**Homework – Complete coloring sheet**

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**Grades 7-8**

1. Introduction to class
2. Vocabulary Beg Ballet
3. Ballet Barre Warm up (using Vocab words)
4. Conditioning
5. Jazz Basics
6. Across the Floor Movement
7. Center Floor Work

**Homework: Complete list of goals for the year**
### Unit 1

| Monday, August 20 | 4. Review Classroom Expectations and Procedures.  
|                  | 5. Classroom Tour.  
|                  | 6. How do you learn best?  
| **Homework:** Get familiar with your textbook and workbook. |

| Wednesday, August 22 | 3. Review Classroom Expectations and Procedures.  
|                      | 4. School Culture.  
| **Homework:** Get familiar with your textbook and workbook. |

| Friday, August 24 | 1. Cradles of Civilization – Hunters and Gatherers  
| **Homework:** Get familiar with your textbook and workbook. |

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

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### LKCS 6th Grade Science/Preweekly Report

**Teacher:** J. Hobbs  
**Course:** Science 6th Grade (A – Day)  
**Week beginning:** 8/20

**Standards taught this week:**

- **6.S.1:** The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

- **6.S.1.A.1** Ask questions to (1) generate hypotheses for scientific investigations, (2) refine models, explanations, or designs, or (3) extend the results of investigations or challenge claims.

- **6.S.1.A.2** Plan and conduct controlled scientific investigations to answer questions, test hypotheses, and develop explanations: (1) formulate scientific questions and testable hypotheses, (2) identify materials, procedures, and variables, (3) select and use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.

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| Mon 8/20 | 1. Start-Up  
|         | 2. First Day of School Activities (introductions, review class rules and expectations)  
|         | 3. Teacher/School Culture Orientation  
|         | 4. Homework: Return signed Syllabus and lab contract, Vocabulary |

| Tues 8/21 | 1. Start-Up  
|          | 2. Scientific Method Steps and notes handout  
|          | 3. Lab Safety Notes and symbols  
|          | 4. Homework Study notes on lab symbols, lab safety, and Scientific Method |

| Wed 8/22 | 1. Start-Up  
|          | 2. Scientific Method Steps and notes handout  
|          | 3. Lab Safety Notes and symbols  
|          | 4. Homework Study notes on lab symbols, lab safety, and Scientific Method |

| Thurs 8/23 | 1. Review for quiz  
|           | 2. Quiz on Lab safety, symbols, and Scientific Method  
|           | 3. Vocabulary Garne |

| Fri 8/24 | 1. Review for quiz  
|         | 2. Quiz on Lab safety, symbols, and Scientific Method  
|         | 3. Vocabulary Garne |
Vocabulary

- laboratory
- investigation
- scientific
- controlled
- safety
- precautions
- hazardous
- procedures
- equipment
- goggles
- testable question
- outcome
- data
- instruments
- variable
- quantitative
- qualitative
- observation

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<td>Ritual and Routines</td>
<td>Return signed handouts</td>
</tr>
<tr>
<td>Tues. 8/21-B</td>
<td>Problem Solving: Looking for a pattern</td>
<td></td>
</tr>
<tr>
<td>Wed. 8/22-A</td>
<td>8.NS.1 Explore the real number system and its appropriate usage in real-world situations b. Understand that all real numbers have a decimal expansion.</td>
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<td>Thurs. 8/23-B</td>
<td>Planning</td>
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<td>Friday 8/24-A</td>
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- D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements.  
- Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.  
- D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.

**SC Standards**  
**Grades 7-8**  
- DH1-1.4 Perform movement sequences with a broad range of movement qualities.  
- DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him or herself and by others.  
- DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance.  
- DH7-1.8 Continue to refine technique through teacher correction and self-evaluation.  
- DH7-1.9 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).

**Grades 3-6**  
1. Introduction to Class  
2. Vocabulary Beg Ballet  
3. Class Warm up  
4. Jazz Dance Basics  
5. Across the Floor Movement  
6. Center Floor Work

**Homework – Complete coloring sheet**

**Grades 7-8**  
1. Introduction to class  
2. Vocabulary Beg Ballet  
4. Ballet Barre Warm up (using Vocab words)  
5. Conditioning  
6. Jazz Basics  
6. Across the Floor Movement  
7. Center Floor Work

**Homework: Complete list of goals for the year**

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**LKCS World History**  
7th Grade

**Teacher: Ms. Lloyd**  
August 20-24, 2018 (A Day)

**Unit 1**  
**Standard 7-1:** The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.  

7-1.1 Compare the colonial claims and the expansion of European powers through 1770.  

7-1.2 Explain how technological and scientific advances contributed to the power of European nations.  

7-1.3 Summarize the policy of mercantilism as a way of building a nation’s wealth, including government policies to control trade.  

7-1.4 Analyze the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, international trade, and the rise of the middle class.  

7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas.

**Monday, August 20**  
1. Review Classroom Expectations and Procedures.  
2. Classroom Tour  
3. How do you learn best?  
**Homework:** Get familiar with your textbook and workbook.
Wednesday, August 22
1. Review Classroom Expectations and Procedures.
2. School Culture.
Homework: Get familiar with your textbook and workbook.

Friday, August 24
1. Colonial Expansion and Claims
Homework: Get familiar with your textbook and workbook.

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Monday
Tuesday Classroom rules
Wednesday
Thursday Classroom rules
Friday

**LKCS 7th Grade Science/Preweekly Report**

**Teacher:** J. Hobbs

**Course:** Science 7th Grade (A - Day)

**Standards taught this week:**

**Science and Engineering Practices**

7.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

7.S.1A.1 Ask questions to (1) generate hypotheses for scientific investigations, (2) refine models, explanations, or designs, or (3) extend the results of investigations or challenge claims.

7.S.1A.3 Plan and conduct controlled scientific investigation to answer questions, test hypotheses, and develop explanations: (1) formulate scientific questions and testable hypotheses, (2) identify materials, procedures, and variables, (3) select and use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.

**Mon 8/20**
1. Start-Up
2. First Day of School Activities (introductions, review class rules and expectations)
3. Teacher/School Culture Orientation
4. Homework: Return signed Syllabus and lab contract, Vocabulary

**Tues 8/21**

**Wed 8/22**
1. Start-Up
2. Scientific Method Steps and notes handout
3. Lab Safety Notes and symbols
4. Homework: Study notes on lab symbols, lab safety, and Scientific Method

**Thurs 8/23**

**Fri 8/24**
1. Review for quiz
2. Quiz on Lab safety, symbols, and Scientific Method
3. Vocabulary Game
Vocabulary

laboratory
investigation
scientific
controlled
safety
precautions
hazardous
procedures
equipment
goggles
testable question
outcome
data
instruments
variable
quantitative
qualitative
observation
instrument
**Standards:**

Intro to ELA:

**Standard 7:** Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

**Essential Questions:**
- What is a narrative?
- How does the author use literary elements to present the theme?
- How can I use text structures to craft an effective narrative?

**Vocab 8th Grade**
- theme
- text structures
- perspective
- summary
- flashback
- foreshadowing
- imagery
- sensory language
- transitional words
- phrases
- clauses

**7th Grade Vocab**
- author's purpose
- characterization
- dialogue
- imagery
- narrator/narrative
- plot structure
- point of view
- sequence
- setting
- summary
- theme
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<td>Problem Solving: Looking for a pattern</td>
<td>Got-If page 178-180 even</td>
</tr>
<tr>
<td>Wed. 8/22-A</td>
<td>6.NS.3 Fluently multiply decimal numbers using a standard algorithmic approach.</td>
<td>Pg. 181-182 even</td>
</tr>
<tr>
<td>Thurs. 8/23-B</td>
<td>Planning</td>
<td>Page 183-184 even</td>
</tr>
<tr>
<td>Friday 8/24-A</td>
<td>6.NS.3 Fluently multiply decimal numbers using a standard algorithmic approach.</td>
<td></td>
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Unit 1

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans

8-1.1 Summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee.

8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.

8-1.3 Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony.

8-1.4 Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.

8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.

8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina's Regulator Movement.

Monday, August 20
1. Review Classroom Expectations and Procedures.
2. Classroom Tour
3. How do you learn best?

Homework: Get familiar with your textbook and workbook.

Wednesday, August 22
1. Review Classroom Expectations and Procedures.
2. School Culture.

Homework: Get familiar with your textbook and workbook.

Friday, August 24
1. Native American Groups

Homework: Get familiar with your textbook and workbook.

*Please be aware that unforeseen occurrences may cause these plans to change.
### SC Standards - Grades 3-6
- D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements.
- Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.
- D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.

### SC Standards - Grades 7-8
- DH1-1.4 Perform movement sequences with a broad range of movement qualities.
- DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him or herself and by others.
- DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance.
- DH7-1.8 Continue to refine technique through teacher correction and self-evaluation.
- DH7-1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).

| Grades 3-6 | 1. Introduction to Class  
2. Vocabulary Beg Ballet  
3. Class Warm up  
4. Jazz Dance Basics  
5. Across the Floor Movement  
6. Center Floor Work  

**Homework - Complete coloring sheet** |

| Grades 7-8 | 1. Introduction to class  
3. Vocabulary Beg Ballet  
4. Ballet Barre Warm up (using Vocab words)  
5. Conditioning  
6. Jazz Basics  
6. Across the Floor Movement  
7. Center Floor Work  

**Homework: Complete list of goals for the year** |

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Grade</th>
<th>From:</th>
<th>To:</th>
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</thead>
<tbody>
<tr>
<td>Gen music</td>
<td>Mr. Williams</td>
<td>3rd-8th</td>
<td>8/20</td>
<td>8/24</td>
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</tbody>
</table>

**Monday**

**Tuesday**  Classroom rules

**Wednesday**

**Thursday**  Classroom rules

**Friday**
Teacher: J. Hobbs

Course: Science 8th Grade (A–Day)

Week beginning: 8/20

Standards taught this week:

** Science: 

Standard 8.S.1: The student will use the science and engineering practices including the processes and skills of scientific inquiry, to develop understandings of science content.

**** 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>Mon</th>
<th>1. Start-Up</th>
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<tbody>
<tr>
<td>8/20</td>
<td>2. First Day of School Activities (introductions, review class rules and expectations)</td>
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<td>3. Teacher/School Culture Orientation</td>
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<td>Homework: Return signed Syllabus and lab contract</td>
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<th>Tues</th>
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<td>8/21</td>
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<table>
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<tr>
<th>Wed</th>
<th>1. Start-Up</th>
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<tbody>
<tr>
<td>8/22</td>
<td>2. Scientific Method Steps and notes handout</td>
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<td>3. Lab Safety Notes and symbols</td>
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<td>4. Homework Study notes on lab symbols, lab safety, and Scientific Method</td>
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<th>Thurs</th>
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<tr>
<th>Fri</th>
<th>1. Review for quiz</th>
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<tbody>
<tr>
<td>8/24</td>
<td>2. Quiz in on Lab safety, symbols, and Scientific Method</td>
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<td>3. Myth busters' video and worksheet</td>
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</tbody>
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Vocabulary:
1. laboratory
2. investigation
3. scientific
4. controlled
5. safety
6. precautions
7. hazardous
8. procedures
9. equipment
10. goggles
11. testable question
12. outcome
13. data
14. instruments
15. variable
16. quantitative
17. qualitative
18. observation
19. instrument
<table>
<thead>
<tr>
<th>Standards:</th>
<th>Intro to ELA:</th>
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<tbody>
<tr>
<td>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</td>
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**Essential Questions:**
What is a narrative?
How does the author use literary elements to present the theme?
How can I use text structures to craft an effective narrative?

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<thead>
<tr>
<th>Vocab 8th Grade</th>
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<tbody>
<tr>
<td>- theme</td>
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<td>- text structures</td>
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<td>- perspective</td>
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<td>- summary</td>
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<td>- flashback</td>
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<td>- foreshadowing</td>
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<td>- imagery</td>
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<td>- sensory language</td>
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<td>- phrases</td>
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<td>- clauses</td>
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<th>7th Grade Vocab</th>
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<tbody>
<tr>
<td>- author's purpose</td>
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<td>- characterization</td>
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<td>- dialogue</td>
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<td>- imagery</td>
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<td>- narrator/narrative</td>
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<td>- plot structure</td>
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<td>- point of view</td>
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<td>- sequence</td>
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<td>- summary</td>
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<td>Mon 8/20-A</td>
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<td>Tues. 8/21-B</td>
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<td>Wed. 8/22-A</td>
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<td>Thurs. 8/23-B</td>
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<td>Friday 8/24-A</td>
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