Monday 8/27/18
ELA: Reader’s & Writer’s Workshop The One and Only Ivan PG15-20
Wilfrid Gordon McDonald Partridge – writing about memory objects
3rd Grade: Destiny’s Gift
4th Grade: The Fun They Had

Homework: TOAOI PG15-20 Questions & Bring a memory object to share with class

Wednesday 8/29/18
ELA: Reader’s & Writer’s Workshop The One and Only Ivan PG21-22
Mrs. McTats and Her Houseful of Cats – writing about pets
3rd Grade: Destiny’s Gift
4th Grade: The Fun They Had

Homework: TOAOIPG21-22 Questions

Friday 8/31/18
ELA: Reader’s & Workshop The One and Only Ivan PG23-31
Tell Me Again About The Night I was Born - write about childhood memories
3rd Grade: Destiny’s Gift
4th Grade: They Fun They Had

Homework: Ask Family about the night you were born, be prepared to share in class.

B-Day
3rd Grade Science: Unit 2: Environments and Habitats Defining Vocabulary

Homework: Students will finish defining vocabulary.

3rd Grade Social Studies: South Carolina Landform Regions

Homework: Take Home Quiz

3rd Grade Science: Introducing Habitats – Defining Habitats

3rd Grade Social Studies: South Carolina Rivers PowerPoint

Homework: PowerPoint Questions

3rd Grade Science: Create a Critter – Students will create their own animal based on a habitat.

3rd Grade Social Studies: South Carolina Rivers PowerPoint Continue

Tutoring will be held Monday and Thursday from 3:15-4:15pm.
<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Math: 3rd Grade: Lesson 8: Use Place Value to Round Numbers</th>
<th>A-Day 4th Grade Science: Layers of the Atmosphere</th>
<th>4th Grade Social Studies: Native American Cultural Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28/18</td>
<td>Homework: Lesson 8 Practice</td>
<td>Homework: Textbook questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4th Grade: Lesson 1: Understand Place Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework: Lesson 1 Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Math: 3rd Grade: Lesson 9: Use Place Value to Add or Subtract</td>
<td>4th Grade Science: Layers of the Atmosphere</td>
<td>4th Grade Social Studies: Native American Cultural Groups</td>
</tr>
<tr>
<td>8/30/18</td>
<td>Homework: Lesson 9 Practice</td>
<td>Homework: Textbook Questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4th Grade: Lesson 2: Compare Whole Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework: Lesson 2 Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tutoring will be held Monday and Thursday from 3:15-4:15pm.
LKCS 5th Grade Science/Preweekly Report

Teacher: J. Hobbs  
Course: Science 5th Grade (A – Day)  
Week beginning: 8/27

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.

<table>
<thead>
<tr>
<th>Mon</th>
<th></th>
</tr>
</thead>
</table>
| Tues | • Students will take notes on Dependent/Intendent variables  
      • Students will have handouts and worksheets on Variables  
      • Homework: Study Notes on Variables and finish Worksheets |
| Wed  |          |
| Thurs 8/23 | • Students will complete a quiz on Variables and then do a lab on Scientific Method, and on Variables with Oreos  
                  • NO HOMEWORK |
| Fri  |          |
Mrs. Cuthbertson ELA Enrichment Grade 5 Pre-Weekly

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Celebrate</th>
<th>Carefully</th>
<th>Amusement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyment</td>
<td>Future</td>
<td>Interesting</td>
<td>Favorite</td>
</tr>
<tr>
<td>Happily</td>
<td>Memories</td>
<td>Imagine</td>
<td>Laughter</td>
</tr>
<tr>
<td>Sure</td>
<td>Wonderful</td>
<td>Sincerely</td>
<td>Thoughtful</td>
</tr>
<tr>
<td>Pleasant</td>
<td>Prepared</td>
<td>Understood</td>
<td>Information</td>
</tr>
</tbody>
</table>

**Homework**

**General Practice**

*Students may practice their weekly spelling words in Mobymax under Spelling List.*

*Class Code: SC1690*

**Tuesday**

List a synonym and antonym for each of your vocabulary/spelling words. If the word has multiple classifications (i.e., verb and noun or noun and adjective) include all definitions.

<table>
<thead>
<tr>
<th></th>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sure-(adjective)</td>
<td>certain</td>
<td>uncertain</td>
</tr>
<tr>
<td>Sure-(adverb)</td>
<td>truly</td>
<td>questionable</td>
</tr>
</tbody>
</table>

**Thursday**

Research titles of Movies, TV Shows, Books, Magazines, Songs or other forms of Media Arts and list the:
1) Title 2) Author/Director, 3) Production year, 4) Publishing Company/Production Company 5) Genre/Classification

*Example:*

**Being Respectful (Book)**

Author(s): Mary Small, Stacey Previn
Published: September 1, 2005
Publishing Company: Picture Window Books
Genre: Non-fiction

---

**LKCS ELA**

**5th Grade**

**Teacher: Ms. Lloyd**

**August 27-31, 2018 (B Day)**

| Monday, August 27 | 1. Narrative Writing
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Homework:</strong> Read 10 pages in book of your choice. Be prepared to discuss what you read.</td>
</tr>
</tbody>
</table>
| Wednesday, August 29 | 1. Narrative Writing
|                   | **Homework:** Read 10 pages in book of your choice. Be prepared to discuss what you read. |
| Friday, August 31  | 1. Narrative Writing
|                   | **Homework:** Read 10 pages in book of your choice. Be prepared to discuss what you read. |

*Please be aware that unforeseen occurrences may cause these plans to change*
Ms. Simpson – Dance - Week 8/27-8/31

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

---

LKCS U.S. History 5th Grade
Teacher: Ms. Lloyd
August 28-30, 2018 (A Day)

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.

Tuesday, August 28
2. Reconstruction: Goals and Failures.
   Homework: Complete Frayer model handout for the following vocabulary terms: Lincoln’s Ten Percent Plan, Reconstruction, 13th Amendment, Freedmen, Radical Republicans.

Thursday, August 30
2. 13th, 14th and 15th Amendments.
3. New life for freedmen?
   Homework: Complete Amendment handout. Define each amendment in your own words and draw a picture to represent each amendment.

*Please be aware that unforeseen occurrences may cause these plans to change*
Chapter 1

5.NSBT.1 Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left.

5.NSBT.2a Use whole number exponents to explain: patterns in the number of zeroes of the product when multiplying a number by power of 10

Tuesday, August 28

I can explain that a digit in one place represents 10 times what the same digit represents in the place to its right.

Homework: textbook page 7

Quiz: 5.NSBT.1 Understanding place value

Thursday, August 30

I can explain patterns in the number of zeroes of the product when multiplying a number by powers of 10

Lesson 5.NSBT.1 TEST

Homework: handout

* Tutoring: Monday and Thursday

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Grade</th>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen music</td>
<td>Mr. Williams</td>
<td>3rd-8th</td>
<td>8/27</td>
<td>8/31</td>
</tr>
<tr>
<td>Monday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mrs. Cuthbertson ELA Enrichment Grade 6 Pre-Weekly

<table>
<thead>
<tr>
<th>comfortable</th>
<th>beautifully</th>
<th>creative</th>
<th>cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>encouragement</td>
<td>forgiveness</td>
<td>importance</td>
<td>excellent</td>
</tr>
<tr>
<td>happiness</td>
<td>honorable</td>
<td>imagination</td>
<td>knowledge</td>
</tr>
<tr>
<td>satisfy</td>
<td>remarkable</td>
<td>positive</td>
<td>respectful</td>
</tr>
<tr>
<td>skillful</td>
<td>success</td>
<td>support</td>
<td>unbelievable</td>
</tr>
</tbody>
</table>

**Homework**

**General Practice**

*Students may practice their weekly spelling words in Mobymax under Spelling List.*

*Class Code: SC1639J*

**Tuesday**

List a synonym and antonym for each of your vocabulary/spelling words. If the word has multiple classifications (i.e., verb and noun or noun and adjective) Include all definitions.

**Example**

<table>
<thead>
<tr>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sure-(adjective)</td>
<td>certain</td>
</tr>
<tr>
<td>Sure-(adverb)</td>
<td>truly</td>
</tr>
</tbody>
</table>

**Thursday**

Research titles of Movies, TV Shows, Books, Magazines, Songs or other forms of Media Arts and list the:

1) Title 2) Author/Director, 3) Production year, 4) Publishing Company/Production Company 5) Genre/Classification

**Example:**

*Being Respectful (Book)*

Author(s): Mary Small, Stacey Previn
Published: September 1, 2005
Publishing Company: Picture Window Books
Genre: Non-fiction

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Grade</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen music</td>
<td>Mr. Williams</td>
<td>3rd-8th</td>
<td>8/27</td>
<td>8/31</td>
</tr>
<tr>
<td>Monday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Basic rhythm review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standards taught this week:

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

6.8.1A.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.

6.8.1A.3 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.

<table>
<thead>
<tr>
<th>Mon</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>Students will take notes on Dependent/Intendent variables</td>
</tr>
<tr>
<td></td>
<td>Students will have handouts and worksheets on Variables</td>
</tr>
<tr>
<td></td>
<td>Homework: Study Notes on Variables and finish Worksheets</td>
</tr>
<tr>
<td>Wed</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>Students will complete a quiz on Variables and then do a lab on Scientific Method, and on Variables with Oreos</td>
</tr>
<tr>
<td></td>
<td>NO HOMEWORK</td>
</tr>
<tr>
<td>Fri</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**
- laboratory
- investigation
- scientific
- controlled
- safety
- precautions
- hazardous
- procedures
- equipment
- goggles
- testable question
- outcome
- data
- instruments
- variable
- quantitative
- qualitative
- observation
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. Review Ballet Terms
2. Vocabulary Beg Jazz
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. Review Ballet
2. Vocabulary Beg Jazz
3. Barre Warm up (using Vocab words)
4. Conditioning
5. Jazz Basics
6. Across the Floor Movement
7. Center Floor Work

LKCS ELA 6th Grade
Teacher: Ms. Lloyd
August 27-31, 2018(B Day)

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 3: 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.

Monday, August 27
1. Narrative Writing

Homework: Read 10 pages in book of your choice. Be prepared to discuss what you read.

Wednesday, August 29
1. Narrative Writing

Homework: Read 10 pages in book of your choice. Be prepared to discuss what you read.

Friday, August 31
1. Narrative Writing

Homework: Read 10 pages in book of your choice. Be prepared to discuss what you read.

*Please be aware that unforeseen occurrences may cause these plans to change
**Unit 1**

**Standard 6-1:** The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.

6-1.1 Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.

6-1.2 Explain the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses.

6-1.3 Compare the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order.

6-1.4 Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).

**Unit 2**

Tuesday, August 28

Homework: Create five sentences about what you learned regarding the Paleolithic Age and the hunter-gatherers that lived during this time. Draw a picture to represent each sentence you write. Use your classwork, notes, and textbook to help you.

Thursday, August 30

1. Neolithic Age: Domestication, Irrigation and Food Surplus.

Homework: Compare and contrast the lifestyle of hunter-gatherers with your current lifestyle in relationship to living off the natural environment. How do we obtain food and things we need to survive versus how the hunter-gatherers had to obtain these things? Use the Venn Diagram handout.

---

**Chapter 1**

6.NS.3 Fluently multiply decimal numbers using a standard algorithmic approach.

6.NS.3 Fluently multiply decimal a decimal numbers using a standard algorithmic approach.

**Monday, August 27**

Homework: Problem Solving Handout

**Tuesday, August 28**

Chapter 3-3

I can multiply decimals by a whole number

Homework: pg. 191-192 even

**Thursday, August 30**

Chapter 3-4

I can multiply decimal by decimal.

Homework: pg. 199-200

**Friday, August 31**

Quiz: Multiplying decimals and decimal by a decimal

*Tutoring: Monday and Thursday*
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 |
| Tues | • Students will take notes on Dependent/Intendent variables  
• Students will have handouts and worksheets on Variables  
• Homework: Study Notes on Variables and finish Worksheets |
| Wed |
| Thurs 8/23 | • Students will complete a quiz on Variables and then do a lab on Scientific Method, and on Variables with Oreos  
• NO HOMEWORK |
| Fri |

Vocabulary

laboratory  
investigation  
scientific  
controlled  
safety  
precautions  
hazardous  
procedures  
equipment  
goggles  
testable question  
outcome  
data  
instruments  
variable  
quantitative  
qualitative  
observation  
instrument
Mrs. Cuthbertson ELA Enrichment Grade 7 Pre-Weekly

<table>
<thead>
<tr>
<th>accomplishment</th>
<th>capable</th>
<th>character</th>
<th>committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>brilliant</td>
<td>achievement</td>
<td>appreciate</td>
<td>changeable</td>
</tr>
<tr>
<td>distinguished</td>
<td>wealthy</td>
<td>valuable</td>
<td>recognition</td>
</tr>
<tr>
<td>sincerely</td>
<td>politely</td>
<td>intelligent</td>
<td>extraordinary</td>
</tr>
<tr>
<td>fascinating</td>
<td>genuine</td>
<td>incredible</td>
<td>qualifying</td>
</tr>
<tr>
<td>obedient</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

**General Practice**

Students may practice their weekly spelling words in Mobymax under Spelling List.

*Class Code: SC1690*

**Tuesday**

List a synonym and antonym for each of your vocabulary/spelling words. If the word has multiple classifications (i.e., verb and noun or noun and adjective) include all definitions.

<table>
<thead>
<tr>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td></td>
</tr>
<tr>
<td>Sure- (adjective)</td>
<td>certain</td>
</tr>
<tr>
<td>Sure- (adverb)</td>
<td>truly</td>
</tr>
</tbody>
</table>

**Thursday**

Research titles of Movies, TV Shows, Books, Magazines, Songs or other forms of Media Arts and list the:
1) Title 2) Author/Director, 3) Production year, 4) Publishing Company/Production Company 5) Genre/Classification

*Example:*

*Being Respectful* (Book)
Author(s): Mary Small, Stacey Previn
Published: September 1, 2005
Publishing Company: Picture Window Books
Genre: Non-fiction
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.

Tuesday, August 28
1. Big 5, Colonial Claims and Spanish Dominance.
   Homework: Complete graphic organizer wheel handout for the topic: “European Powers Through 1770.”

Thursday, August 30
1. Scientific and Technological Advancements.
   Homework: Create four squares for the following vocabulary words: caravel, compass, astrolabe, longitude, latitude, weaponry and cartographer. Color each picture you draw to represent the vocabulary words.

*Please be aware that unforeseen occurrences may cause these plans to change.*
<table>
<thead>
<tr>
<th>Chapter</th>
<th>7.NS.1 Compare and order integers 7.NS.3 Fluently multiply decimal a decimal number using a standard algorithmic approach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 27 (B)</td>
<td>Homework: Problem Solving Handout</td>
</tr>
<tr>
<td>Tuesday, August 28</td>
<td>I can compare integers and model on vertical and horizontal number line. Homework: pg. Handout</td>
</tr>
<tr>
<td>Thursday, August 30</td>
<td>I can compare integers. Homework: Handout</td>
</tr>
<tr>
<td>Friday, August 31 (B)</td>
<td>Test: comparing integers</td>
</tr>
</tbody>
</table>

*Tutoring: Monday and Thursday*
**Teacher:** J. Hobbs
**Course:** Science 8th Grade (A – Day)
**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></th>
</tr>
</thead>
</table>
| Tues  | • Students will take notes on Dependent/Intendent variables  
       | • Students will have handouts and worksheets on Variables  
       | • Homework: Study Notes on Variables and finish Worksheets |
| Wed   |       |
| Thurs | • Students will complete a quiz on Variables and then do a lab on Scientific Method, and on Variables with Oreos  
       | • NO HOMEWORK |
| Fri   |       |

**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>Subject</th>
<th>Teacher</th>
<th>Grade</th>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen music</td>
<td>Mr. Williams</td>
<td>3rd-8th</td>
<td>8/27</td>
<td>8/31</td>
</tr>
</tbody>
</table>

- Monday       | Basic rhythm review |
- Tuesday      | Basic rhythm review |
- Wednesday    | Basic rhythm review |
- Thursday     | Basic rhythm review |
- Friday       | Basic rhythm review |

**LKCS S.C. History  8th Grade**  
**Teacher:** Ms. Lloyd  
**August 28-30, 2018 (A Day)**

**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.

**Unit 2**

- **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.

**Tuesday, August 28**

- **Homework:** Native Americans: Eastern Woodlands Tribal Groups
- **Homework:** Compare and contrast the Catawba, Yemassee and Cherokee tribes, using a Venn Diagram

**Thursday, August 30**

- **Homework:** Exploration of South Carolina and North America
- **Homework:** Label map showing areas of exploration by Spanish, French and English.

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

Ms. Simpson – Dance - Week 8/27-8/31
### 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.c Perform movement sequences with a broad range of movement qualities.
- DH1-1.d 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. Review Ballet Terms
2. Vocabulary Beg Jazz
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. Review Ballet
2. Vocabulary Beg Jazz
3. Ballet Barre Warm up (using Vocab words)
4. Conditioning
5. Jazz Basics
6. Across the Floor Movement
7. Center Floor Work

---

**LKCS Math 8th Grade**

**Teacher:** Mrs. Cue  **August 27-, 2018 (A Day)**

### Chapter 1

**8.NS.1** Explore the real number system and its appropriate usage in real-world situations. Understand that all real numbers have a decimal expansion.

**8.EE.1.2** Investigate concepts of square and cube roots.

**Monday, August 27 (B)**
- I can identify key words:
  - **Homework:** Problem Solving Handout

**Tuesday, August 28 (A)**
- Chapter 1 Lesson 1 Rational Numbers
  - **Homework:** pg. 13-14 even

**Wednesday, August 29 (B)**
- **Real Number System Quiz**

**Thursday, August 30 (A)**
- Chapter 1 Lesson 8 Roots
  - **Homework:** pg. 77-78 even

*Title*:
- **Tutoring:** Monday and Thursday