<table>
<thead>
<tr>
<th>Day</th>
<th>Period</th>
<th>Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Period (Planning)</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Period: 4&lt;sup&gt;th&lt;/sup&gt; grade goes to music.</td>
</tr>
<tr>
<td>10/29/18</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Period: 3&lt;sup&gt;rd&lt;/sup&gt; and 4&lt;sup&gt;th&lt;/sup&gt; ELA</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. What are some animal habits and plant environments? View a brief video on various habits. What's needed in a habit for animals or plant to live there? 3.L.5A.1</td>
</tr>
<tr>
<td></td>
<td>Shared Reading: Halloween Safety Journal: Why is safety important on that evening? (R14.2)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. What are some animal habits and plant environments? View a brief video on various habits. What's needed in a habit for animals or plant to live there? 3.L.5A.1</td>
</tr>
<tr>
<td></td>
<td>Readers' Workshop: The One and Only Ivan pp. 157-160. Complete response questions. (C1.1; RL13.3; L5.1)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. What are some animal habits and plant environments? View a brief video on various habits. What's needed in a habit for animals or plant to live there? 3.L.5A.1</td>
</tr>
<tr>
<td></td>
<td>Independent Reading/Student Conference: Epic books or bag of books selection. (RI6.1)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. What are some animal habits and plant environments? View a brief video on various habits. What's needed in a habit for animals or plant to live there? 3.L.5A.1</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Period: Read aloud, The Word Collector, see indicated pages.</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. What are some animal habits and plant environments? View a brief video on various habits. What's needed in a habit for animals or plant to live there? 3.L.5A.1</td>
</tr>
<tr>
<td></td>
<td>Writers' Workshop: Independent writing: How is the character in our read aloud alike and different from you? Continue independent reading and small group and individual conferencing. (W3.1)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. What are some animal habits and plant environments? View a brief video on various habits. What's needed in a habit for animals or plant to live there? 3.L.5A.1</td>
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</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Period</th>
<th>Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/18</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Period (Planning)</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Period: 4&lt;sup&gt;th&lt;/sup&gt; grade goes to music.</td>
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<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Period: 3&lt;sup&gt;rd&lt;/sup&gt; and 4&lt;sup&gt;th&lt;/sup&gt; ELA</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. Read orally together and discuss pp. 84-87. Compare and contrast a desert's daytime and nighttime. Use a Venn diagram. 3.L.5A.1</td>
</tr>
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<td>Shared Reading: Halloween Safety Journal: Why is safety important on that evening? (R14.2)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. Read orally together and discuss pp. 84-87. Compare and contrast a desert's daytime and nighttime. Use a Venn diagram. 3.L.5A.1</td>
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<td>Readers' Workshop: The One and Only Ivan pp. 161-165. Complete response questions. (C1.1; RL13.3; L5.1)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. Read orally together and discuss pp. 84-87. Compare and contrast a desert's daytime and nighttime. Use a Venn diagram. 3.L.5A.1</td>
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<td>3&lt;sup&gt;rd&lt;/sup&gt; Period: Read aloud, The Word Collector, finish the tex.</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. Read orally together and discuss pp. 84-87. Compare and contrast a desert's daytime and nighttime. Use a Venn diagram. 3.L.5A.1</td>
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<td>Writers' Workshop: Independent writing: What do you think the Word Collector learned? Continue independent reading and small group and individual conferencing. (W3.1)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade Science: Environments and Habits. Read orally together and discuss pp. 84-87. Compare and contrast a desert's daytime and nighttime. Use a Venn diagram. 3.L.5A.1</td>
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<tr>
<td>Day</td>
<td>Period 1</td>
<td>Period 2</td>
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<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Friday</td>
<td>1st Period (Planning)</td>
<td>2nd Period: 3rd and 4th ELA</td>
</tr>
<tr>
<td>11/2/18</td>
<td></td>
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</tbody>
</table>

**1st Period (Planning)**

**2nd Period:** 3rd and 4th ELA

**Shared Reading:** Halloween, Now What? Journal: What’s the next event? (RI4.2)

**Readers’ Workshop:** The One and Only Van pp. 166-169. Complete response questions together. Complete comprehension quiz, both grades. (C1.1; RL13.3; L5.1)

**Independent Reading/Student Conference:** Epic books or bag of books selection. (RI6.1)

**3rd Period:** Read aloud, select a partner and read aloud to him/her.

**Writers’ Workshop:** Independent writing: Discuss events or details that you enjoyed about the text. Continue independent reading and conference with the partners. (W3.1)

**Tutoring will be held Monday and Thursday from 3:15-4:15pm.**
**B-Day**

| Tuesday 10/30/18 | 1st Period (unpack/CNN-10) **4th grade math**  
Math 4 Today: Go over Monday and Tuesday’s section. Review today’s word problem. What is an expression and an equation? Go over examples on pp. 84 and 85 together, write an expression. Complete #8 on p. 88 for class. For homework, do #s 9 and 10 on p. 89. Complete given problem solving. 4.ATO.1&2  
2nd Period (4th grade goes to Art)  
**3rd grade math**  
Math 4 Today: Go over Monday and Tuesday’s section. Review today’s word problem. Review multiplication and arrays. Explain that multiplication and division are connected. Go over pp. 36 and 37 together. Complete a multiplication timed quiz. Complete a time table review using the computer. Complete p. 38 for home. Solve word problems from the board together. 3.MDA.5 |
|  | 3rd Period  
**4th grade Science**  
4th period (Planning time) 4th grade goes to PE at 1:30. |

| Thursday 11/1/18 | 1st Period (unpack/CNN-10) **4th grade math**  
Math 4 Today: Go over Wednesday and Thursday’s section. Review today’s word problem. Review homework. Give a multiplication time table quiz, 3 minutes. Explain multi-step problems. Review # 4-6 on p. 91. Explain why other answer choices are incorrect. Complete two word problems for class. Plan the chart together before work out the problem. Complete #1-3 on p. 90 for home. 4.ATO.1 &2  
2nd Period (4th grade goes to Art)  
**3rd Period**  
**4th grade Social Studies**  
Maps and time lines. What is a time line? How is it used? Refer to pp. 48 and 49. What distinct feature have you noticed. We will use time lines to understand the migration to the Americas. Briefly discuss the continents, oceans, and cardinal directions. Complete a review on the directions. 4.1.1 |
<table>
<thead>
<tr>
<th>3rd grade math</th>
<th>4th period (Planning time) 4th grade goes to PE at 1:30.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 4 Today: Go over Wednesday and Thursday’s section. Review today’s word problem. Review homework. Go over pp. 40 and 41 together. Write a division fact for each given multiplication fact. Allow students to explain how they got the answer, discuss arrays. What did you discover? Solve word problems on the board together. 3.MDA.5</td>
<td></td>
</tr>
</tbody>
</table>

Tutoring will be held Monday and Thursday from 3:15-4:15pm.
Science:  
Standard 5  
- 5.L.4B. All organisms need energy to live and grow. Energy is obtained from food. The role an organism serves in an ecosystem can be described by the way in which it gets its energy. Energy is transferred within an ecosystem as organisms produce, consume, or decompose food. A healthy ecosystem is one in which a diversity of life forms are able to meet their needs in a relatively stable web of life.

All Lessons are intended to give students and parents an overview of the material that will be presented in the class. Please understand that the plans are very flexible and the completion of the week’s assignments will depend on the rate in which students are able to master the material presented.

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<thead>
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<th>Tuesday</th>
<th>Thursday</th>
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<td>Students will complete notes based on the standards</td>
<td>Students will complete activity based on ecosystems</td>
</tr>
<tr>
<td>Students will need to complete the vocabulary for the week</td>
<td>Students will complete notes that wasn’t finished</td>
</tr>
<tr>
<td>Students will need to complete any worksheet not done in class</td>
<td>Students will have a vocabulary check and quiz on Friday</td>
</tr>
<tr>
<td>Students will need to complete and read chapter 4 lesson 1 complete the review questions at the end</td>
<td>Students will need to complete and read chapter 4 lesson 1 and complete the review questions at the end</td>
</tr>
</tbody>
</table>

Vocabulary:

1. photosynthesis
2. epidermis
3. palisade layer
4. cellular respiration
5. tropism
6. phototropism
7. Gravitropism
**Unit 3**

**Standard 5-3:** The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.

5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v. Ferguson.

5-3.3 Summarize the significance of large-scale immigration to America, including the countries from which the people came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to the United States.

5-3.4 Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements.

**Monday, October 29**

1. Conflict and Cooperation: Westward Expansion

   *Homework: Study notes, handouts, and textbook. Read pgs. 326-327 in textbook. Complete #1 on Activities on pg. 327. Use complete sentences to answer the question.*

**Wednesday, October 31**

1. Westward Expansion Quiz/Test


**Friday, November 1**

1. Industrial Revolution / Immigration
2. Discrimination
3. Industrial Revolution: Brainpop
4. Plessy v. Ferguson: Brainpop


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

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**LKCS Math 5th Grade**

Teacher: Mrs. Cue October 28, 2018

<table>
<thead>
<tr>
<th>Standard</th>
<th>5.NSBT.7 Multiply decimal numbers to hundredths using concrete area models and drawings. 5.NSBT.7 Divide decimals numbers to the hundredths using concrete area models and drawings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 29th A</td>
<td>Textbook pages 63 and 65</td>
</tr>
<tr>
<td>Tuesday 30th B</td>
<td>Textbook page 66-67</td>
</tr>
<tr>
<td>Wed., 31st A</td>
<td>Test on multiplying decimals Pg. 68-69</td>
</tr>
<tr>
<td>Thurs., 1st B</td>
<td>Textbook pages 73 and 75</td>
</tr>
<tr>
<td>Friday 2nd A</td>
<td>Textbook 78-79</td>
</tr>
</tbody>
</table>

*Tutoring: Monday and Thursday*
Mrs. Cuthbertson ELA Enrichment Grade 5 Pre-Weekly Homework

Students will need to complete, and turn-in paragraph style book report as outlined in the Grades 5-8 Fiction Book Report Template (Paragraph Style)

The template will be provided to students during Enrichment class

** Students may select any age/grade-level appropriate Fiction book, from their own personal books or Epic Books**

Epic Books access- www.getepic.com
Class code: UHA-2140
Student Pin: 5527

Assignments are due on Monday, 11/5/18 to Mrs. Cuthbertson

1. Student should turn-in their rough draft and/or outline of all required information from the Grades 5-8 Fiction Book Report Template (Paragraph Style). Assignment #1- will be graded

2. Student should turn-in their final draft which should include all required information and in the specific format from the Grades 5-8 Fiction Book Report Template (Paragraph Style)
Assignment #2- will be graded

Grades 5-8 Fiction Book Report Template (Paragraph Style)

* This is only a template to follow to guide you in writing your report. Your report must include the following information in this format.

Paragraph 1

Title
Author
Genre

Paragraph 2-characters

Main Character
Describe the character
The main character does the right thing when.......
I can identify with the character when......
Another Character
Details about this character
Another Character
Details about this character

Paragraph 3-Setting

Describe the time and place of the story
Comments about the setting

Paragraph 4-Theme

What is the author trying to say in this story? What is the lesson in life? Is there a moral to this story?
This is a story about (courage, working hard, doing the right thing, greed, importance of friends, jealousy, love caring, happiness, sadness?)
This book showed me/I learned from this story
State a problem in the story and how it was solved

Paragraph 5-Plot: The Action/Summary of what happened in the story

Summary of the story (list up to 6 events that happened in the story; keep them in order) CONTINUED ON NEXT PAGE
**Paragraph 6-Evaluation of the book**

What did you think of the book?  
What did you like about the book?  
What didn’t you like about the book?  
Was the story confusing or hard to believe?  
Was the story predictable?  
The ending was.....

---

**Ms. Simpson Pre-Weekly Lesson Plan**

**Week of 10/29-11/2**

<table>
<thead>
<tr>
<th>Standards</th>
<th>General Plan</th>
</tr>
</thead>
</table>
| D4-1.1, 1.2,1.3,1.4,1.5,1.6,1.7,1.8 | Student lead warm up (6.3)  
Across the floor technique/Center Floor Work  
(1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) |
| D4-2,2,2.3,2.6, D4-6.3          |                                                                             |
| D6-1.1,1.2,1.3,1.5,1.6,1.7,1.8  | Student Lead warm up (6.2)  
Across the floor technique/Center floor work (1.1,1.2,1.5,1.6,1.7,1.8  
Teacher Taught Combination (2.2,2.4,2.5) |
| D6-2,2,2.4,2.5, D6-6.2,6.4      |                                                                             |
| D8-1.1,1.2,1.3,1.4,1.6,1.7,1.8  | Student lead warm up & discussion (6.1,6.3, 6.4)  
Across the floor technique/center floor work  
(1.1,1.2,1.3,1.4,1.6,1.7,1.8)  
Student Improv session (2.1)  
Continue working on intro to around the world dance project (vietnam) (5.2) |
| D8-2.1                         |                                                                             |
| D8-5.2                         |                                                                             |
| D8-6.1,6.3,6.4                 |                                                                             |
LKCS 6th Grade Science/Preweekly Report

Teacher: J. Hobbs
Course: Science 6th Grade (A – Day)
Standards taught this week:

<table>
<thead>
<tr>
<th>Science:</th>
<th>Standard 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 6.P.3.B. Conceptual Understanding: Energy transfer occurs when two objects interact thereby exerting force on each other. It is the property of an object or a system that enables it to do work (force moving an object over a distance). Machines are governed by this application of energy, work, and conservation of energy.</td>
<td></td>
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All Lessons are intended to give students and parents an overview of the material that will be presented in the class. Please understand that the plans are very flexible and the completion of the week's assignments will depend on the rate in which students are able to master the material presented.

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<td></td>
<td>• Students will need to read and complete review questions on chapter 12 section 1 review questions at the end</td>
</tr>
<tr>
<td>Thursday</td>
<td>• Students will complete activity based on energy transformation</td>
</tr>
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<td>• Students will complete notes that wasn't finished</td>
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<tr>
<td></td>
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Vocabulary:
• Complex machine
• Efficiency
• Inclined plane
• Input energy (effort)
• Lever
• Pulley
• Screw
• Simple machine
• Spring Scale
• Output
• Force
• Wedge
• Wheel and axle
• Work
### LKCS Ancient Civ. 6th Grade

**TUTURING IS EVERY Mon. & Thurs. After School**

<table>
<thead>
<tr>
<th>Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6-1.4</strong> Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).</td>
</tr>
<tr>
<td><strong>6-2.1</strong> Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens.</td>
</tr>
<tr>
<td><strong>6-2.2</strong> Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in the creation and spread of Greek governance, literature, philosophy, the arts, math, and science.</td>
</tr>
<tr>
<td><strong>6-2.3</strong> Describe the development of Roman civilization, including language, government, architecture, and engineering.</td>
</tr>
<tr>
<td><strong>6-2.4</strong> Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavian).</td>
</tr>
</tbody>
</table>

**Monday, October 29**

1. **Eastern Religions**

**Homework:** Study notes, handouts, and textbook. *Check Agenda.*

**Wednesday, October 31**

1. **Eastern Religions**

**Homework:** Study notes, handouts, and textbook. *Check Agenda.*

**Friday, November 1**

1. **Ancient Greece**

**Homework:** Study notes, handouts, and textbook. *Check Agenda.*

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

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### LKCS Math 6th Grade

**Teacher: Mrs. Cue**

**October 28, 2018**

<table>
<thead>
<tr>
<th>Standard</th>
<th>6.NS.7 Understand and apply concepts of comparing and ordering and finding absolute value to rational numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 5 Lesson 3 Compare and Order Integers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 5 Lesson 4 Terminating and Repeating Decimals</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 5 Lesson 5 Compare and Order Rational Numbers</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Mon. 29th A</th>
<th><strong>Vocabulary Sheet:</strong> terminating decimal, repeating decimal, rational number, bar notation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare &amp; Order Integers 5-5 Homework Practice</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-Chapter page 374 due 11/1/18</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Tues. 30th B | **Pg. 372-373 Work Backward problem solving** |

| Wed. 31st A | **Textbook page 385-386 even** |

| Thurs. 1st B | **Textbook page 393-394 even** |

| Friday 2nd A | **Mid-Chapter Test** |

*Tutoring: Monday and Thursday*
Mrs. Cuthbertson ELA Enrichment Grade 6 Pre-Weekly Homework

Students will need to complete, and turn-in paragraph style book report as outlined in the Grades 5-8 Fiction Book Report Template (Paragraph Style)

The template will be provided to students during Enrichment class

** Students may select any age/grade-level appropriate Fiction book, from their own personal books or Epic Books**

Epic Books access- www.getepic.com
Class code: UHA-2140
Student Pin: 5527

Assignments are due on Monday, 11/5/18 to Mrs. Cuthbertson

1. Student should turn-in their rough draft and/or outline of all required information from the Grades 5-8 Fiction Book Report Template (Paragraph Style). Assignment #1 will be graded

2. Student should turn-in their final draft which should include all required information and in the specific format from the Grades 5-8 Fiction Book Report Template (Paragraph Style). Assignment #2 will be graded

Grades 5-8 Fiction Book Report Template (Paragraph Style)

* This is only a template to follow to guide you in writing your report. Your report must include the following information in this format.

Paragraph 1

Title
Author
Genre

Paragraph 2-characters

Main Character
Describe the character
The main character does the right thing when......
I can identify with the character when......
Another Character
Details about this character
Another Character
Details about this character

Paragraph 3-Setting

Describe the time and place of the story
Comments about the setting

Paragraph 4-Theme

What is the author trying to say in this story? What is the lesson in life? Is there a moral to this story?
This is a story about (courage, working hard, doing the right thing, greed, importance of friends, jealousy, love caring, happiness, sadness?)
This book showed me/I learned from this story
State a problem in the story and how it was solved

Paragraph 5-Plot: The Action/Summary of what happened in the story

Summary of the story (list up to 6 events that happened in the story; keep them in order) CONTINUED ON NEXT PAGE
Paragraph 6-Evaluation of the book

What did you think of the book?
What did you like about the book?
What didn't you like about the book?
Was the story confusing or hard to believe?
Was the story predictable?
The ending was.....

Ms. Simpson Pre-Weekly Lesson Plan

Week of 10/29-11/2

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Across the floor technique/Center Floor Work (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) |
| D4-2.2,2.3,2.6, D4-3.3 | |
| D6-1.1,1.2.1.5,1.6,1.7,1.8 | Student Lead warm up (6.2)  
Across the floor technique/Center floor work (1.1,1.2.1.5,1.6,1.7,1.8  
Teacher Taught Combination (2.2,2.4,2.5)  
Homework: Work on Governing Body Meeting. 6th grade will be performing at the meeting on Tuesday 10/30. Please make sure they wear uniform PANTS. |
| D6-2.2,2.4,2.5, D6-3.2,6.4 | |
| D8-1.1,1.2,1.3,1.4,1.6,1.7,1.8 | Student lead warm up & discussion (6.1,6.3, 6.4)  
Across the floor technique/center floor work (1.1,1.2,1.3,1.4,1.6,1.7,1.8)  
Student Improv session (2.1)  
Continue working on intro to around the world dance project (vietnam) (5.2) |
| D8-2.1, D8-3.2 | |
**LKCS 7th Grade Science/Preweekly Report**

**Teacher:** J. Hobbs  
**Tutoring on Mondays till 4:45 and Tuesday's till 4:30**  
**Course:** Science 7th Grade (A – D)  
**Standards taught this week:**

**Science:**
- 7.P.2.B. Substances (such as metals or acids) are identified according to their physical or chemical properties. Changes to substances can either be physical or chemical. Many substances react chemically with other substances to form new substances with different properties.

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.

| 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 on chapter 15 lesson 1  
| Thursday | Students will complete activity based on ecosystems  
| Students will complete notes that wasn't finished  
| Students will have a vocabulary check and vocabulary quiz  
| Students will need to read and complete review questions on chapter 15 lesson 1  

**Vocabulary:**
- Physical properties  
- Chemical properties  
- Luster  
- Conductor  
- Nonconductor  
- Conductivity  
- Nonconductor  
- Malleable  
- Ductile  
- Density  
- Dull  
- pH  
- Ph Scale  
- Litmus paper

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**LKCS Math 7th Grade**

**Teacher:** Mrs. Cue  
**October 29, 2018**

| Standard | 7.NS.1 Knowledge of operations with rational numbers  
| Chapter 4 Lesson 4/5- Add & Subtract Unlike Fractions  
| Chapter 4 Lesson 6 - Multiply Rational Numbers  
| Chapter 4 Lesson 7 – Divide Rational Numbers  
| Monday 29th A | Chapter 4 Lesson 4/5- Add & Subtract Unlike Fractions - Test  
| Textbook page 297-298  
| Mid-Chapter Review- page 310 due 11/2/18  
| Tuesday 30th B | Chapter 4 Lesson 4/5- Add & Subtract Mixed Numbers  
| Textbook page 303-304  
| Wed., 31st A | Chapter 4 Lesson 4/5- Add & Subtract Mixed Numbers - Test  
| Textbook page 305-306  
| Thurs. 1st B | Chapter 4 Lesson 6 Multiply Rational Numbers  
| Textbook page 315-316  
| Friday, 2nd A | Chapter 4 Mid-Chapter Test  

*Tutoring: Monday and Thursday*
Unit 2: Age of Reason
Standard 7-2: The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.

7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.
7-2.2 Explain how the scientific revolution challenged authority and influenced Enlightenment philosophers, including the importance of the use of reason, the challenges to the Catholic Church and the contributions of Galileo and Sir Isaac Newton.
7-2.3 Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.
7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government.

Monday, October 29
1. Quiz on Limited and Unlimited Government
2. Scientific Revolution

Homework: Review notes, classwork and textbook. Read pgs. 670-679 and define Meeting People and Building Your Vocabulary on pg. 670 in your textbook.

Wednesday, October 31
1. Scientific Revolution


Friday, November 1
1. The Enlightenment: Locke, Rousseau, Montesquieu, Voltaire


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

Mrs. Cuthbertson ELA Enrichment Grade 7 Pre-Weekly

Homework

Students will need to complete, and turn-in paragraph style book report as outlined in the Grades 5-8 Fiction Book Report Template (Paragraph Style)

The template will be provided to students during Enrichment class

** Students may select any age/grade-level appropriate Fiction book, from their own personal books or Epic Books**

Epic Books access- www.getepic.com
Class code: UHA-2140
Student Pin: 5527

Assignments are due on Monday, 11/5/18 to Mrs. Cuthbertson

1. Student should turn-in their rough draft and/or outline of all required information from the Grades 5-8 Fiction Book Report Template (Paragraph Style). Assignment #1- will be graded

2. Student should turn-in their final draft which should include of all required information and in the specific format from the Grades 5-8 Fiction Book Report Template (Paragraph Style) Assignment #2- will be graded
Grades 5-8 Fiction Book Report Template (Paragraph Style)

* This is only a template to follow to guide you in writing your report. Your report must include the following information in this format.

Paragraph 1

Title
Author
Genre

Paragraph 2-characters

Main Character
Describe the character
The main character does the right thing when......
I can identify with the character when......
Another Character
Details about this character
Another Character
Details about this character

Paragraph 3-Setting

Describe the time and place of the story
Comments about the setting

Paragraph 4-Theme

What is the author trying to say in this story? What is the lesson in life? Is there a moral to this story?
This is a story about (courage, working hard, doing the right thing, greed, importance of friends, jealousy, love caring, happiness, sadness?)
This book showed me/I learned from this story
State a problem in the story and how it was solved

Paragraph 5-Plot: The Action/Summary of what happened in the story

Summary of the story (list up to 6 events that happened in the story; keep them in order)

Paragraph 6-Evaluation of the book

What did you think of the book?
What did you like about the book?
What didn't you like about the book?
Was the story confusing or hard to believe?
Was the story predictable?
The ending was.....
## Ms. Simpson Pre-Weekly Lesson Plan

### Week of 10/29-11/2

<table>
<thead>
<tr>
<th>3rd/ 4th Dan</th>
<th>Standards</th>
<th>General Plan</th>
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<tbody>
<tr>
<td>D4-1.1, 1.2,1.3,1.4,1.5,1.6,1.7,1.8</td>
<td>Student lead warm up (6.3) Across the floor technique/Center Floor Work (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8)</td>
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<tr>
<td>D4-2.2,2.3,2.6, D4-6.3</td>
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<th>6th</th>
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<tr>
<td>D6-1.1,1.2.1.5,1.6,1.7,1.8 D6-2.2,2.4,2.5, D6-6.2,6.4</td>
<td>Student Lead warm up (6.2) Across the floor technique/center floor work (1.1,1.2,1.5,1.6,1.7,1.8 Teacher Taught Combination (2.2,2.4,2.5)</td>
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<td>Homework: Work on Governing Body Meeting. 6th grade will be performing at the meeting on Tuesday 10/30. Please make sure they wear uniform PANTS.</td>
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<td>D8-1.1,1.2,1.3,1.4,1.6,1.7,1.8 D8-2.1 D8-5.2 D8-6.1,6.3,6.4</td>
<td>Student lead warm up &amp; discussion (6.1,6.3, 6.4) Across the floor technique/center floor work (1.1,1.2,1.3,1.4,1.6,1.7,1.8) Student Improv session (2.1) Continue working on intro to around the world dance project (vietnam) (5.2)</td>
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**Teacher:** J. Hobbs  
**Course:** Science 8th Grade (A – Day)  
**Standards taught this week:**

<table>
<thead>
<tr>
<th>Science:</th>
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<tr>
<td>• 8.P.3 A Waves (including sound and seismic waves, waves on water, and light waves) have energy and transfer energy when they interact with matter. Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter. All types of waves have some features in common. When waves interact, they superimpose upon or interfere with each other resulting in changes to the amplitude. Major modern technologies are based on waves and their interactions with matter.</td>
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All Lessons are intended to give students and parents an overview of the material that will be presented in the class. Please understand that the plans are very flexible and the completion of the week’s assignments will depend on the rate in which students are able to master the material presented.

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| • 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 on chapter 13 lesson 1 and 2 | |

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| • Students will complete activity based on ecosystems  
• Students will complete notes that wasn’t finished  
• Students will have a vocabulary check and vocabulary quiz  
• Students will need to read and complete review questions on chapter 13 lesson 1-3 (15 questions in all) |

**Vocabulary:**

1. WAVE SPEED
2. WAVELENGTH
3. Seismic Wave
4. P-Waves
5. S-waves
6. Body Waves
7. Surface Waves
8. Rayleigh waves
9. Love waves
10. Reflection
11. Refraction
12. Diffraction
**Unit 2**
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.

**Unit 3**
Standard 8-2: The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina’s role in the development of that nation.

- 8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.
- 8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.
- 8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.
- 8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free African Americans, and Native Americans.
- 8-2.5 Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare.

**Monday, October 29**
1. Royal Government and Proprietary Government
2. Quiz
3. American Revolution Causes
4. SC’s Role in New Nation

*Homework: Review notes, classwork and textbook. Read pgs. 190-199 in your textbook and complete Do You Remember? on pg. 199. Define ALL terms listed on pg. 200.*

**Wednesday, October 31**
1. Consequences of the French and Indian War

*Homework: Review notes, classwork and textbook. Read pgs. 200-206 and complete Do You Remember? on pg. 206.*

**Friday, November 1**
1. *French and Indian War*


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

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**LKCS Math 8th Grade**
Teacher: Mrs. Cue  
October 29, 2018

| Standard | 8.EE.1.3 Explore the relationship between quantities in decimal and scientific notation. a. Express very large and very small quantities in scientific notation in the form $a \times 10^b = p$ where $1 \leq a < 10$ and $b$ is an integer. b. Translate between decimal notation and scientific notation. c. Estimate and compare the relative size of two quantities in scientific notation.
| 8.EE.1.4 Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems. a. Multiply and divide numbers expressed in both decimal and scientific notation. b. Select appropriate units of measure when representing answers in scientific notation. c. Translate how different technological devices display numbers in scientific notation. |

| Monday 29th A | Textbook Pg. 55-56 |
| Tuesday 30th B | Textbook pg. 57-58 – Test Chapter 1 Lesson 6 |
| Wed., 31st A | Textbook page 63-64 |
| Thursday, 1st B | Textbook page 65-66- Test Chapter 1 Lesson 7 |
| Friday 2nd A | Mid-Chapter Test |
Ms. Azhocar ELA Enrichment Grade 8 Pre-Weekly

**Homework**

Students will need to complete, and turn-in paragraph style book report as outlined in the *Grades 5-8 Fiction Book Report Template (Paragraph Style)*

*The template will be provided to students during Enrichment class*

** Students may select any age/grade-level appropriate Fiction book, from their own personal books or Epic Books**

**Epic Books access-** [www.getepic.com](http://www.getepic.com)

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**Grades 5-8 Fiction Book Report Template (Paragraph Style)**

* This is only a template to follow to guide you in writing your report. Your report must include the following information in this format.

**Paragraph 1**

Title
Author
Genre

**Paragraph 2-characters**

Main Character
Describe the character
The main character does the right thing when.....
I can identify with the character when......
Another Character
Details about this character
Another Character
Details about this character

**Paragraph 3-Setting**

Describe the time and place of the story
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**Paragraph 4-Theme**

What is the author trying to say in this story? What is the lesson in life? Is there a moral to this story?
This is a story about (courage, working hard, doing the right thing, greed, importance of friends, jealousy, love caring, happiness, sadness?)
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CONTINUED ON NEXT PAGE

Paragraph 5-Plot: The Action/Summary of what happened in the story

Summary of the story (list up to 6 events that happened in the story; keep them in order)

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What did you think of the book?
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Ms. Simpson Pre-Weekly Lesson Plan

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