### 3rd and 4th Grade Pre-Weekly

**November 5th - 9th, 2018**

**Mrs. Jimenez/Ms. Mathis**

### A-Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday:</strong></td>
<td><strong>1st Period (Planning) 8:00-9:50</strong></td>
</tr>
<tr>
<td><strong>2nd Period:</strong></td>
<td><strong>3rd and 4th ELA</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Shared Reading:</strong> Read and discuss text on if I Were A Super Hero. Complete journal writing and share with the class. (5.1 and 5.2)</td>
</tr>
<tr>
<td></td>
<td><strong>Readers’ Workshop:</strong> Read and discuss pp. 168-171 in <em>The One and only Ivan</em>. Complete response questions. (C1.1; RL.13.3) Independent Reading/Small Group</td>
</tr>
<tr>
<td></td>
<td><strong>11:30:</strong> Lunch</td>
</tr>
<tr>
<td><strong>3rd Period:</strong></td>
<td><strong>Read aloud:</strong> Read orally and discuss the text <em>Amelia Bedelia’s First Vote</em>, on the computer.</td>
</tr>
<tr>
<td></td>
<td><strong>Writers’ Workshop:</strong> Write what you learned about voting and details about Amelia.</td>
</tr>
<tr>
<td><strong>4th Period:</strong></td>
<td><strong>4th grade goes to music</strong></td>
</tr>
</tbody>
</table>
| **3rd Grade Science:** | Identify how living and nonliving things differ. Read and discuss pp. 24-28. Go over the review on p. 25, 1-5 together. Complete the diagram on main idea and details. | 3.L.5A.1

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Thursday:</strong></td>
<td><strong>1st Period (Planning) 8:00-9:50</strong></td>
</tr>
<tr>
<td><strong>2nd Period:</strong></td>
<td><strong>3rd and 4th ELA</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Shared Reading:</strong> Read and discuss text on voting. Hold an election for class president. Complete journal writing and share with the class, What Makes a Great Leader? (5.1 and 5.2)</td>
</tr>
<tr>
<td></td>
<td><strong>Reader’s Workshop:</strong> Read and discuss pp. 172-177 of <em>The One and only Ivan</em>. Complete response questions from the board, work with a group. (C1.1; RL.13.3) Independent Reading/Small Group</td>
</tr>
<tr>
<td></td>
<td><strong>11:30:</strong> Lunch</td>
</tr>
<tr>
<td><strong>3rd Period:</strong></td>
<td><strong>Read aloud:</strong> Read orally and discuss <em>Honey, I Love</em>. Review character traits.</td>
</tr>
<tr>
<td></td>
<td><strong>Writers’ Workshop:</strong> Write about things you love to do. Complete a prewriting bubble together.</td>
</tr>
<tr>
<td><strong>4th Period:</strong></td>
<td><strong>4th grade goes to music</strong></td>
</tr>
</tbody>
</table>
| **3rd Grade Social Studies:** | Identify the coastal region and its features. Read and discuss the Indian group that once lived there. Read and discuss pp. 100-103. Complete the “fact check” on p. 103 together. | 3-1.1 and 3-1.3
<table>
<thead>
<tr>
<th>Day</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>Third Period</th>
<th>4th Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday;</td>
<td>1st Period (unpack/Use restroom/View CNN10)</td>
<td>2nd Period (4th Grade goes to Art)</td>
<td>3rd Period</td>
<td>4th Grade Science: Explain why tracking weather is important. Review weather instruments. Read orally and discuss pp. 250-253. Point out vocabulary. Complete the “quick lab” on weather forecast. 4-4.4 and 4-4.1</td>
</tr>
<tr>
<td>Nov. 7th</td>
<td>4th Grade Math</td>
<td>2nd Period (3rd Grade Math)</td>
<td></td>
<td>4th Period (Planning time) 4th grade goes to PE at 1:30</td>
</tr>
<tr>
<td></td>
<td>Go over Math 4 Today, (Mon. and Tues.) Review multi-step problems. Go over p. 93 together on creating a model to solve multi-step word problems. Complete p. 92, a, b, and c. Write the equation together, d. Complete e, f, and g for home. Complete XL1 math using lap tops, problem solving. (4.ATO.1 &amp; 2)</td>
<td>Go over Math 4 Today, (Mon. and Tues.) Continue with multiplication and division. Explain other ways to write a division equation. Go over pp. 42 and 43 together. 3.MDA.5 Review fact families. Complete lesson 5 quiz from the board. Prepare 3rd grade for music.</td>
<td>Lunch at 11:30</td>
<td></td>
</tr>
<tr>
<td>Friday;</td>
<td>1st Period 8:00-8:20 (unpack/restroom/View CNN10)</td>
<td>2nd Period (4th Grade goes to Art)</td>
<td></td>
<td>4th Grade Social Studies: Continue with the migration. Go over vocabulary, land bridge, Bering strait. Observe and examine the map of early Americans on p. 55. Compare the life of early American groups. 4-1.3</td>
</tr>
<tr>
<td>Nov. 9th</td>
<td>4th Grade Math</td>
<td>2nd Period (3rd Grade Math)</td>
<td></td>
<td>4th Period (Planning time) 4th grade goes to PE at 1:30</td>
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<tr>
<td>Standards</td>
<td>General Plan</td>
<td></td>
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<tr>
<td>-----------</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| D4-1.1, 1.2,1.3,1.4,1.5,1.6,1.7,1.8  
D4-2.2,2.3,2.6,  
D4-6.3 | 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) |
| 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 | 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: Please make sure students bring paper and pencils to A day dance class. |
| 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 | 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) |
Mrs. Cuthbertson ELA Enrichment Grade 5 Pre-Weekly

<table>
<thead>
<tr>
<th>Agreed</th>
<th>Appointed</th>
<th>Capital</th>
<th>Delicious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>Election</td>
<td>Harvest</td>
<td>Fraction</td>
</tr>
<tr>
<td>Graceful</td>
<td>interesting</td>
<td>Jewel</td>
<td>Measure</td>
</tr>
<tr>
<td>Newspaper</td>
<td>Opposite</td>
<td>Practice</td>
<td>Receive</td>
</tr>
<tr>
<td>Surprise</td>
<td>Unknown</td>
<td>Wonderful</td>
<td>Value</td>
</tr>
</tbody>
</table>

**Homework**

**General Practice**

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

**Class Code:** SC1690

**Monday**

Write definitions of spelling words/key terms. Write the word classification for vocabulary word. If the word has multiple classifications (i.e., verb and noun or noun and adjective) include all definitions.

*Example*

Sure- *(adjective)* confident in what one thinks or knows
Sure- *(adverb)* certainly

**Thursday**

Review spelling words for Spelling and Vocabulary test on next Friday. Write each word 3X each.

*Example:

Sure
Sure
Sure

**Friday**

N/A

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LKCS Math 5th Grade  
Teacher: Mrs. Cue  
November 5, 2018

**Standard**

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.

**Monday 5th A**

Multiplying Decimals Tests pg. 75-75

**Tuesday 6th**

Election Day

**Wed., 7th B**

Divide a Decimals by a Whole Number Lesson 9 pages 77-78

**Thurs., 8th A**

Divide a Decimal by Tenths, Lesson 9 pages 79-80

**Friday 9th B**

Divide a Decimals by Hundredths Lesson 9 pages 81-82

*Tutoring: Monday and Thursday*
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 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, November 5

1. Review Industrial Revolution
2. Immigration

**Homework:** Study notes, handouts, and textbook. Study notes and handouts for industrial revolution. Read pgs. 115-117 complete 1-5 pg. 117.

Thursday, November 8

1. **QUIZ—Industrial Revolution Mastery Connect**
2. Immigration
3. Big Business

**Homework:** Study notes, handouts, and textbook. Complete reading of pgs. 326-327.
**Complete Activities #1.**

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

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

<table>
<thead>
<tr>
<th>Week of 11/5-11/9</th>
<th>Standards</th>
<th>General Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd/4th Dan</td>
<td>D4-1.1, 1.2,1.3,1.4,1.5,1.6,1.7,1.8 D4-2.2,2.3,2.6, D4-6.3</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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<td></td>
<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) Homework: Please make sure students bring paper and pencils to A day dance class.</td>
</tr>
<tr>
<td>6th</td>
<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>
</tr>
</tbody>
</table>
**LKCS 5th Grade Science/Preweekly Report**  
**Tutoring Mondays:** 3:15-4:45  **Thursdays:** 3:15-4:00  

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

<table>
<thead>
<tr>
<th>Science: Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 5.E.3.A. Conceptual Understanding: Some of the land on Earth is located above water and some is located below the oceans. The downhill movement of water as it flows to the ocean shapes the appearance of the land. There are patterns in the location and structure of landforms found on the continents and those found on the ocean floor.</td>
</tr>
<tr>
<td>o 5.E.3.A.1 Construct explanations of how different landforms and surface features result from the location and movement of water on Earth's surface through watersheds (drainage basins) and rivers.</td>
</tr>
<tr>
<td>o 5.E.3.A.2 Develop and use models to describe and compare the characteristics and locations of the landforms on continents with those on the ocean floor (including the continental shelf and slope, the mid-ocean ridge, the rift zone, the trench, and the abyssal plain).</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignments</th>
</tr>
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</table>
| Mon | - Students will complete notes based on the standards  
- Students will need to complete the vocabulary for the week  
- Students will need to complete any worksheet not done in class  
- Students will need to complete and read unit C chapter 1 lesson 1 complete the review questions at the end |
| Wed | - Students will complete activity based on ecosystems  
- Students will complete notes that wasn't finished  
- Students will have a vocabulary check and quiz on Friday  
- Students will need to complete and read unit C chapter 1 lesson 1 and complete the review questions at the end, and any handout not completed |
| Fri | Students will take a vocabulary test and complete and activity in class |

1. Landforms  
2. Mountain  
3. Mountain range  
4. Hills  
5. Valleys  
6. Plains  
7. Island  
8. Archipelago  
9. Peninsula  
10. Canyon  
11. Delta  
12. Plateau
Mrs. Cuthbertson ELA Enrichment Grade 6 Pre-Weekly

<table>
<thead>
<tr>
<th>Capable</th>
<th>Appointment</th>
<th>Complain</th>
<th>Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis</td>
<td>Decision</td>
<td>Experience</td>
<td>History</td>
</tr>
<tr>
<td>Governor</td>
<td>Improvement</td>
<td>Interview</td>
<td>Legal</td>
</tr>
<tr>
<td>Penalty</td>
<td>Pumpkins</td>
<td>Rural</td>
<td>Policy</td>
</tr>
<tr>
<td>Selection</td>
<td>Television</td>
<td>System</td>
<td>Disagreement</td>
</tr>
</tbody>
</table>

Homework

**General Practice**

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

<table>
<thead>
<tr>
<th>Monday</th>
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</table>
| Write definitions of spelling words/key terms. Write the word classification for vocabulary word. If the word has multiple classifications (ie., verb and noun or noun and adjective) Include all definitions.  
*Example*
| Sure- (adjective) confident in what one thinks or knows  
Sure- (adverb) certainly  
Thursday |
| Thursday |
| Review spelling words for Spelling and Vocabulary test on next Friday. Write each word 3X each.  
*Example:*
| Sure  
Sure  
Sure  
Friday |

Friday  N/A

---

LKCS Math 6th Grade  
Teacher: Mrs. Cue  
November 5, 2018

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

<table>
<thead>
<tr>
<th>Monday 5th A</th>
</tr>
</thead>
</table>
| Vocabulary: terminating decimals, repeating decimals  
Pg. 383-384 even |

<table>
<thead>
<tr>
<th>Tuesday 6th</th>
</tr>
</thead>
</table>
| Election Day  
Pg. 384-386 even |

<table>
<thead>
<tr>
<th>Wed., 7th B</th>
</tr>
</thead>
</table>
| Test on Chapter 5 Lesson 4  
Page. 391-392 |

<table>
<thead>
<tr>
<th>Thurs., 8th A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 393-394</td>
</tr>
</tbody>
</table>

| Friday 9th B |

*Tutoring: Monday and Thursday*
Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.

6-2.1

Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens.

6-2.2

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.

6-2.3

Describe the development of Roman civilization, including language, government, architecture, and engineering.

6-2.4

Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).

<table>
<thead>
<tr>
<th>Monday, November 5</th>
<th>1. Eastern Religions</th>
<th>Homework: Study notes, handouts, and textbook. Study ALL notes and handouts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, November 8</td>
<td>1. Eastern Religions</td>
<td>Homework: Study notes, handouts, and textbook. Define Hinduism, Buddhism, Confucianism, Taoism and Judaism.</td>
</tr>
</tbody>
</table>

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


Ms. Simpson Pre-Weekly Lesson Plan Week of 11/5-11/9

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<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>
</tr>
<tr>
<td>D4-2,2.2,3,2.6, D4-6.3</td>
<td></td>
</tr>
<tr>
<td>D6-1.1,1.2.1.5,1.6,1.7,1.8</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>D8-1.1,1.2,1.3,1.4,1.6,1.7,1.8</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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<td>D8-2.1</td>
<td></td>
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<tr>
<td>D8-5.2</td>
<td></td>
</tr>
<tr>
<td>D8-6.1,6.3,6.4</td>
<td></td>
</tr>
</tbody>
</table>

6th

7th/8th

LKCS 6th Grade Science/Pre-Weekly Report
Week beginning:

Teacher: J. Hobbs

Course: Science 6th Grade (A – Day)

Standards taught this week:

Science:

Standard 6

- 6.E.2.A.1 Develop and use models to exemplify the properties of the atmosphere (including the gases, temperature and pressure differences, and altitude changes) and the relative scale in relation to the size of Earth.
- 6.E.2.A.2 Critically analyze scientific arguments based on evidence for and against how different phenomena (natural and human induced) may contribute to the composition of Earth’s atmosphere.

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 | • 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 6 lesson 1-4 |
| Tues | |
| Wed | • Students will complete activity based on energy transformation • 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 6 lesson 1-4 |
| Thurs | |
| Fri | Vocabulary quiz and quiz over atmosphere |

Vocabulary:

- Air pressure
- Altitude
- Troposphere
- Stratosphere
- Thermosphere
- Exosphere
- Atmospheric gases
- Nitrogen Oxygen
- Carbon dioxide
- Trace gases
- Water vapor
- Fossil fuels
- Greenhouse gases
Mrs. Cuthbertson ELA Enrichment Grade 7 Pre-Weekly

<table>
<thead>
<tr>
<th>Absence</th>
<th>Ancestor</th>
<th>Bureau</th>
<th>Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>Committee</td>
<td>Democracy</td>
<td>Economy</td>
</tr>
<tr>
<td>Foreign</td>
<td>Hesitate</td>
<td>Illegal</td>
<td>Involvement</td>
</tr>
<tr>
<td>Juvenile</td>
<td>Movement</td>
<td>Obstacle</td>
<td>Pedestrian</td>
</tr>
<tr>
<td>Secretary</td>
<td>Tournament</td>
<td>Violation</td>
<td>University</td>
</tr>
</tbody>
</table>

**Homework**

**General Practice**

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

Class Code: SC1690

**Monday**

Write definitions of spelling words/key terms. Write the word classification for: vocabulary word. If the word has multiple classifications (ie verb and noun or noun and adjective) Include all definitions.

*Example*

**Sure**-(adjective) confident in what one thinks or knows

**Sure**-(adverb) certainly

**Thursday**

Review spelling words for Spelling and Vocabulary test on next Friday. Write each word 3X each.

*Example:

Sure
Sure
Sure

**Friday**

N/A

---

**LKCS World History**

**7th Grade**

*TUTORING IS EVERY*

**Teacher: Ms. Lloyd**

**November 5-8, 2018 (A Day)**

**Mon. & Thurs.**

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**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.

1. Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.
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.
3. Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.
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.

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**Monday, November 5**

1. Scientific Revolution: Galileo & Sir Isaac Newton Contributions

*Homework: Review notes, classwork and textbook. Study ALL notes and handouts for limited and unlimited government quiz.*

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**Thursday, November 8**

1. **QUIZ – Limited/Unlimited Government**
2. Review Limited/Unlimited Government
3. The Enlightenment: Locke, Rousseau, Montesquieu, Voltaire
4. Scientific Revolution

*Homework: Review notes, classwork and textbook. Complete pg. 689 Section 3 Review #s1-6 after reading pgs. 680-689.*

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*Please be aware that unforeseen occurrences may cause these plans to change*
**Ms. Simpson Pre-Weekly Lesson Plan**

**Week of 11/5-11/9**

<table>
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Teacher: J. Hobbs

Course: Science 7th Grade (A – Day)

Standards taught this week:

Science:

- 7.P.2A. Conceptual Understanding: All substances are composed of one or more elements. Elements are pure substances which contain only one kind of atom. The periodic table organizes these elements based on similar properties. Compounds are substances composed of two or more elements. Chemical formulas can be used to describe compounds.
- 7.P.2B.2 Use mathematical and computational thinking to describe the relationship between the mass, volume, and density of a given substance.

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Students will have a vocabulary check and vocabulary quiz  
Students will need to read and complete review questions on chapter 14 lesson 1-4  
Vocabulary quiz and quiz over Matter and measurements |

Vocabulary:
- Mass
- Length
- Volume
- Temperature
- Meniscus
- Weight
- Matter
Mrs. Cuthbertson ELA Enrichment Grade 8 Pre-Weekly

<table>
<thead>
<tr>
<th>Vitamin</th>
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<tr>
<td>Rehearsal</td>
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<td>Dilemma</td>
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<td>Gymnasium</td>
<td>Fiery</td>
<td>Endeavor</td>
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<td>Discrepancy</td>
<td>Brilliance</td>
<td>Accumulate</td>
<td>Characteristic</td>
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**Homework**

**General Practice**

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

**Class Code:** SC1690

**Monday**

Write definitions of spelling words/key terms. Write the word classification for vocabulary word. If the word has multiple classifications (i.e., verb and noun or noun and adjective) Include all definitions.

*Example*

Sure- (adjective) confident in what one thinks or knows
Sure- (adverb) certainly

**Thursday**

Review spelling words for Spelling and Vocabulary test on next Friday. Write each word 3X each.

*Example:*

Sure
Sure
Sure

**Friday**

N/A

---

**LKCS Math 8th Grade**

**Teacher:** Mrs. Cue  
**November 5, 2018**

**Standard**

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 5th A**

Scientific Notation Test  
Pg. 63-64

**Tuesday 6th**

Election Day  
Pg. 65-66

**Wed., 7th B**

Graphing Technology-Scientific Notation

**Thurs., 8th A**

Chapter Test Study Guide

**Friday 9th B**

Chapter Test – Number System

*Tutoring: Monday and Thursday*
**TUTORING IS EVERY**

**Teacher: Ms. Lloyd**  **November 5-8, 2018 (A Day)  **Mon. & Thurs.**

**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.

8-2-2: 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.

**Unit 3**
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 Africans, 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, November 5**

1. French and Indian War

*Homework: Review notes, classwork and textbook. Study ALL notes and handouts for quiz. Read pgs. 194-199 complete Do you Remember?*

**Thursday, November 8**

1. TEST – Unit 2
2. American Revolution: Causes and Effects
3. Colonists' Response to Taxation
4. Sons and Daughters of Liberty


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

**Ms. Simpson Pre-Weekly Lesson Plan Week of 11/5-11/9**

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**Teacher:** J. Hobbs  
**Tutoring on Mondays till 4:45 and Tuesday's till 4:30**  
**Course:** Science 8th Grade (A - Day)  

**Standards taught this week:**

<table>
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| - Standard 8.P.3: The student will demonstrate an understanding of the properties and behaviors of waves  
- 8.P.3A.2 Develop and use models to exemplify the basic properties of waves (including frequency, amplitude, wavelength, and speed).  
- 8.P.3A.3 Analyze and interpret data to describe the behavior of waves (including refraction, reflection, transmission, and absorption) as they interact with various materials. |

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**Vocabulary:**
- Amplitude
- Hertz
- Pitch
- Sound wave
- Decibel
- Loudness
- Sound
- Frequency
- Medium
- Vibration