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

**January 21-25, 2019**

**Mrs. Jimenez**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>ELA: Reader’s Workshop: The One and Only Ivan PG 221-228</th>
<th>3rd Science: Animals and their Habitats 4th Science: Light PowerPoint Continued</th>
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<tbody>
<tr>
<td>01/22/19</td>
<td>Independent Reading Reader’s Theatre</td>
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<tr>
<td>Thursday</td>
<td>ELA: Reader’s Workshop: The One and Only Ivan PG 229-236</td>
<td>3rd Science: Animals and their Habitats 4th Science: Light Quizlet and Quiz</td>
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<tr>
<td>01/24/19</td>
<td>Independent Reading Reader’s Theatre</td>
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**Tutoring will be held on Thursday from 3:15-4:15pm**

**Check student agendas for daily homework updates.**

**Wednesday, January 23 is an early release day. Students will be dismissed at 11:30am.**

### B-Day

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

**Check student agendas for daily homework updates.**

**Wednesday, January 23 is an early release day. Students will be dismissed at 11:30am.**
| Standard | 5.NSF.3 Understand the relationship between fractions and division of whole number by interpreting a fraction as the numerator divided by the denominator.  
5.NSF.4 Extend the concept of multiplication to multiply fractions or whole numbers by a fraction.  
a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.  
b. Interpret multiplication of a fraction by a whole number and a whole number of a fraction and compute the product.  
c. Interpret multiplication in which both factors are fractions less than one and compute the product. |
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<tr>
<td>Monday 21st</td>
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</table>
**Martin Luther King Holiday** |
| Tuesday 22nd A | 5. NSF.3 Division of Fractions  
HW: Study Guide for Division of Fraction |
| Wed., 23rd B | 5.NSF.4 Multiplication of Fractions by a whole number  
Test: 5. NSF.3 Division of Fractions  
HW: pg. 122-123 |
| Thurs., 24th A | 5.NSF.4 Multiplication of Fractions by a whole number  
HW: pg. 123-124  
Quick Check |
| Friday 25th B | 5.NSF.4 Multiply a Fractions by a Fraction |

*Tutoring: Monday and Thursday*
Standards taught this week:

Science:

Standard 5

- 5.E.3A. 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.
- 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.
- 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).

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.

| Tue. | • 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 review questions at the end of each chapter and complete any handout or anything not done in class |
|------|---|
| Thur.| • Students will complete activity based on standards  
      • Students will complete notes that wasn’t finished  
      • Students will have a vocabulary check and quiz on Friday  
      • Students need to complete and read review questions at the end of each chapter and complete any handout or anything not done in class |

Tectonic Plates
Asthenosphere
Lithosphere
Continental Drift
Pangea
Divergent Plate Boundaries
Convergent Plate Boundaries
Transform Plate Boundaries
Seafloor Spreading
Subduction
Pacific Plate
North American Plate
Nazca Plate
South American Plate
Antarctic Plate
African Plate
Eurasian Plate
Australian plate
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.

5-3.5 Summarize the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world powers.

5-3.6 Summarize the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war.

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

5-4.1 Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.

5-4.2 Summarize the causes of the Great Depression, including overproduction and declining purchasing power, the bursting of the stock market bubble in 1929, and the resulting unemployment, failed economic institutions; and the effects of the Dust Bowl.

| Tuesday, January 22 | 1. Spanish American War
| Homework: Complete homework as assigned in class. |
| Thursday, January 24 | 1. World War I
| Homework: Complete homework as assigned in class. |

*Please be aware that unforeseen occurrences may cause these plans to change*
**Standard 6-3:** The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.

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

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).

6-2.5 Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and government.

6-2.6 Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.

6-3.1 Summarize the major contributions of the Chinese civilization from the Qing dynasty through the Ming dynasty, including the golden age of art and literature, the invention of gunpowder and woodblock printing, and the rise of trade via the Silk Road.

6-3.2 Summarize the major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and works of art and literature.

6-3.3 Summarize the major contributions of India, including those of the Gupta dynasty in mathematics, literature, religion, and science.

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<th>Tuesday, January 22</th>
<th>1. Rome</th>
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*Homework: Complete homework as assigned in class.*

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<tr>
<th>Thursday, January 24</th>
<th>1. Rome</th>
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*Homework: Complete homework as assigned in class.*

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<table>
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<tr>
<th>Standard</th>
<th>Apply the concept of ratios and rates to solve real-world and mathematical problems 6.RP.3a Create a table consisting of equivalent ratios</th>
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<td><strong>Martin Luther King Holiday</strong></td>
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| Tuesday 22nd A | 6.RP.2 Lesson 3 Rates and Unit Rates  
HW: Study Guided for Rate and Unit Rates Test |
| Wed., 23rd B | 6.RP.3 Ratio Tables  
Key words: equivalent ratios, ratio table, scaling  
HW: Pg. 43-44 |
| Thurs., 24th A | 6.RP.3 Ratio Tables  
HW: Pg. 45-46 |
| Friday 25th B | 6.RP.3a Graph Ratio Tables |

*Tutoring: Monday and Thursday*
### Standards taught this week:

**Science:**

7.L.4 The student will demonstrate an understanding of how genetic information is transferred from parent to offspring and how environmental factors and the use of technologies influence the transfer of genetic information.

7.L.4A.1 Obtain and communicate information about the relationship between genes and chromosomes to construct explanations of their relationship to inherited characteristics.

7.L.4A.2 Construct explanations for how genetic information is transferred from parent to offspring in organisms that reproduce sexually.

7.L.4A.3 Develop and use models (Punnett squares) to describe and predict patterns of the inheritance of single genetic traits from parent to offspring (including dominant and recessive traits, incomplete dominance, and codominance).

7.L.4A.4 Use mathematical and computational thinking to predict the probability of phenotypes and genotypes based on patterns of inheritance.

7.L.4A.5 Construct scientific arguments using evidence to support claims for how changes in genes (mutations) may have beneficial, harmful, or neutral effects on organisms.

7.L.4A.6 Construct scientific arguments using evidence to support claims concerning the advantages and disadvantages of the use of technology (such as selective breeding, genetic engineering, or biomedical research) in influencing the transfer of genetic information.

### 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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<th>Day</th>
<th>Assignment</th>
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| **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 study guide  
- Students will need to read and complete review questions |
| **Wed** | - Students will complete activity based on ecosystems  
- Students will complete notes that wasn’t finished  
- Students will need to complete any worksheet not done in class  
- Students will have a vocabulary check  
- Students will need to read and complete review questions |
| **Fri** | - Vocabulary quiz and quiz over genetics and heredity |

- Acquired trait
- Allele
- Biomedical research
- Chromosome
- Codominance
- Dominant Gene
- Genetic engineering
- Genetic trait
- Genotype
- Heterozygous
- Homozygous
- Incomplete dominance
- Inherited trait
- Monohybrid cross
- Mutation
- Offspring
- Phenotype
- Punnett squares
- Recessive
- Selective breeding
Standard 7-3: The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

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.

7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government.

7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.

Standard 7-3: The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

7-3.1 Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon’s rise to power.

7-3.2 Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy.

7-3.3 Explain how the Haitian, Mexican, and South American revolutions were influenced by Enlightenment ideas as well as by the spread of nationalism and the revolutionary movements in the United States and Europe.

7-3.4 Explain how the Industrial Revolution caused economic, cultural, and political changes around the world.

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<th>1. Enlightenment</th>
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<tr>
<th>Thursday, January 24</th>
<th>1. Revolutions</th>
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*Homework: Complete homework as assigned in class.*

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<tr>
<th><strong>Standard</strong></th>
<th>7.EEI.4 Apply the concepts of linear equations and inequalities in one variable to real world and mathematical solutions.</th>
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| **Tuesday 22nd A** | Multiplication and Division Equations  
HW: Pg. 451 452 |
| **Wed., 23rd B** | Multiplication and Division Equations  
HW: Pg. 451 452 |
| **Thurs., 24th A** | Solve Equations with Rational Coefficients  
Pg. 461-462 |
| **Friday 25th B** | Solve Equations with Rational Coefficients |

*Tutoring: Monday and Thursday*
Teacher: J. Hobbs

Course: Science 8th Grade (A – Day)

Standards taught this week:

Science:

- 8.E.4 The student will demonstrate an understanding of the universe and the predictable patterns caused by Earth’s movement in the solar system.
- 8.E.4B Earth’s solar system consists of the Sun and other objects that are held in orbit around the Sun by its gravitational pull on them. Motions within the Earth, Moon, Sun system have effects that can be observed on Earth

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| Tuesday          | • Students will complete notes based on the standards
|                  | • Students will need to complete the vocabulary for the week
|                  | • Students will need to complete any worksheet not done in class
|                  | • Students will need to read and complete review questions questions 1-5
| Thursday         | • Students will complete activity based on standards
|                  | • Students will complete notes that wasn’t finished
|                  | • Students will have a vocabulary check and finish notes on heredity and activity
|                  | • Students will need to read and complete review questions on

Day

Moon(s)
Spectroscopes
Space Observatories
Satellites
Year Asteroids Axis
Tides (Spring & Neap)
Solar Flares
Lunar Movement

Comets
Seasons
Rotation
Solar System
Phases of the Moon
Meteors /Meteorite
Revolution
Planets
Lunar eclipse
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<tr>
<th><strong>Standard 8-3:</strong> The student will demonstrate an understanding of South Carolina's role in the development of the new national government.</th>
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<tr>
<td><strong>8-3.1</strong> Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state's economy.</td>
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<tr>
<td><strong>8-3.2</strong> Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution.</td>
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<td><strong>8-3.3</strong> Explain the basic principles of government as established in the United States Constitution.</td>
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<td><strong>8-3.4</strong> Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812.</td>
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<th><strong>Tuesday, January 22</strong></th>
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<th><strong>Thursday, January 24</strong></th>
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| Standard | 8.EE.5 Apply concepts of proportional relationships to real-world and mathematical situations.  
a. Graph proportional relationships  
b. Interpret unit rate as the slope of the graph  
c. Compare two different proportional relationships given multiple representations, including graphs, equations, tables, diagrams and verbal descriptions. |
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| Tuesday 22nd A | 8.EE.5a Chapter 3 Lesson 1 Constant Rate of Change  
Pg. 175-176 |
| Wed., 23rd B | 8.EE.5a Chapter 3 Lesson 1 Constant Rate of Change  
Pg. 177-178 |
| Thurs., 24th A | 8.EE.5b Slope  
Pg. 195-196 |
| Friday 25th B | 8.EE.5b Slope  
Pg. 197-198 |

*Tutoring: Monday and Thursday*