### B-Day

| Monday 02/04/19 | 3rd Math: Math 4 Today Day 4 Lesson 15 Fractions on a Number Line  
4th S. Studies: Vocabulary Review In Class Quiz Homework: Fact or Opinion Worksheet |
|---|---|---|
| Wednesday 02/06/19 | 3rd Math: Math 4 Today Quiz Lesson 15 Fractions on a Number Line  
4th S. Studies: Chapter 6 Vocabulary Preview |
| Friday 02/08/19 | 3rd Math: Math 4 Today Week 14 Day 1 Lesson 15 Quiz  
4th Math: Math 4 Today Week 14 Day 1 Lesson 14 Quiz | 3rd S. Studies: South Carolina’s Railroads and quiz  
4th S. Studies: Chapter 6 Lesson 1 |

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

### A-Day

| Tuesday 02/05/19 | ELA: Dialogue Journal The One and Only Ivan PG 245-253 Independent Reading Non-Fiction Books Study | 3rd Science: Animals and Habitats  
4th Science: Light Part 2 PowerPoint |
|---|---|---|
| Thursday 02/07/19 | ELA: Dialogue Journal The One and Only Ivan PG 254-260 Independent Reading Non-Fiction Books Study | 3rd Science: Animals and Habitats  
4th Science: Light Part 2 Powerpoint |

Tutoring will be held Monday and Thursday from 3:15-4:15pm.
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.3A.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.3A.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).

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<table>
<thead>
<tr>
<th>Tue.</th>
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<tbody>
<tr>
<td>- Students will complete notes based on the standards</td>
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<tr>
<td>- Students will need to complete the vocabulary for the week</td>
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<tr>
<td>- Students will need to complete any worksheet not done in class</td>
</tr>
<tr>
<td>- 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</td>
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<tr>
<th>Thur.</th>
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<tbody>
<tr>
<td>- Students will complete activity based on standards</td>
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<tr>
<td>- Students will complete notes that wasn't finished</td>
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<tr>
<td>- Students will have a vocabulary check and quiz on Friday</td>
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</table>

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.

**Tuesday, February 5**
1. **World War I**

   Homework: Complete homework as assigned in class.

**Thursday, February 7**
1. **Quiz Spanish-American War**

   Homework: Complete homework as assigned in class.

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

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**Standard**
5.NS.F.4 Extend the concept of multiplication to multiply fractions or whole numbers by a fraction. (c.) Interpret multiplication in which both factors are fractions less than one and compute the product.
5.NSF.6 Solve real world problems involving multiplication of a fraction by a fraction, improper, and a mixed number.
5.NFS.7 Extend the concept of division to divide unit fractions and whole numbers by using visual models and equations

**Monday 4th B**
5.NSF.4c Understanding Multiplication as Scaling  
Key words: double, triple. Half of or take 1/10

Mid-Chapter Study Guide

Pg. Workbook: 147-148 (Multiplying fractions quiz)

**Tuesday 5th A**
5.NSF.4c Understanding Multiplication as Scaling  
Key words: double, triple. Half of or take 1/10

Pg. Workbook: 149-150

**Wed., 6th B**
5.NSF.6 Multiplying Fractions Word problems

Pg. Workbook: 157-158

**Thurs., 7th A**
5.NSF.6 Multiplying Fractions Word problems

Pg. Workbook: 159-160

**Friday 8th B**
5.NSF.7 Dividing Fractions

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

Science:
Standard 6
- 6.E.2A.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.2A.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.
- 6.E.2A.3 Construct explanations of the processes involved in the cycling of water through Earth’s systems (including transpiration, evaporation, condensation and crystallization, precipitation, and downhill flow of water on land).

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<tr>
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<td>Students will need to complete any worksheet not done in class</td>
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<tr>
<td>Students will need to complete study guide</td>
<td>Students will have a vocabulary check</td>
</tr>
<tr>
<td>Students will need to read and complete review questions</td>
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</tbody>
</table>

Vocabulary:
- Air mass
- Air pressure
- Humidity
- Temperature
- Anemometer
- Hygrometer
- Sling psychrometer
- Thermometer
- Barometer
- Wind vane
- Rain gauge
- Isobar
- Isotherm
- Satellite
- RADAR
- Warm front
- Cold front
- Stationary front
- Occluded front
- Pressure systems
- Hurricane Tornado Thunderstorm Flood Drought
**Tutoring is Every Mon. & Thurs. Afterschool**

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.

Standard 6-3: The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.

- 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.

<table>
<thead>
<tr>
<th>Tuesday, February 5</th>
<th>1. <strong>Roman Empire</strong></th>
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<tbody>
<tr>
<td></td>
<td><em>Homework: Complete homework as assigned in class.</em></td>
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<tr>
<th>Thursday, February 7</th>
<th>1. <strong>Greece QUIZ</strong></th>
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<tbody>
<tr>
<td></td>
<td>2. <strong>Greek and Roman polytheistic belief systems</strong></td>
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<td></td>
<td><em>Homework: Complete homework as assigned in class.</em></td>
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</tbody>
</table>

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**LKCS Math 6th Grade – February 4, 2019**

**Teacher: Mrs. Cue: *Tutoring: Monday/Tutoring on Thursday***

<table>
<thead>
<tr>
<th>Standard</th>
<th>6.RP.3 Apply the concept of ratios and rates to solve real-world and mathematical problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Create a table consisting of equivalent ratios</td>
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<tr>
<td></td>
<td>b. Use multiple representations, including tape diagrams, tables, double number line and equations to find missing values of equivalent ratios. (c.) Use tables to compare related ratios (d) apply concept of unit rate to solve problems, including unit pricing and constant speed (f) Solve one-step problems involving ratios and unit rates</td>
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<table>
<thead>
<tr>
<th>Monday 4th B</th>
<th>6.RP.3a Graph Ratio Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pg. 51-52 all</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday 5th A</th>
<th>6.RP.3a Graph Ratio Tables</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Pg. 53-54 all</td>
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</table>

<table>
<thead>
<tr>
<th>Wed., 6th B</th>
<th>6.RP.3b-d Equivalent Ratios</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Pg. 63-64 all</td>
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</table>

<table>
<thead>
<tr>
<th>Thurs., 7th A</th>
<th>6.RP.3b-d Equivalent Ratios</th>
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<tr>
<td></td>
<td>HW: Mid-Chapter Study Guide</td>
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<tr>
<th>Friday 8th B</th>
<th>6.RP.3f Rate &amp; Ratio Word Problems</th>
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<tr>
<td></td>
<td>Mid-Chapter Test</td>
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</table>
**Science:**

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<th>Fri</th>
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<tbody>
<tr>
<td>• Students will complete notes based on the standards</td>
<td>• Students will complete activity based on ecosystems</td>
<td>• Vocabulary quiz and quiz over genetics and heredity</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>
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<tr>
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</table>
**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.

**Tuesday, February 5**

1. **English Civil War**

   *Homework: Complete homework as assigned in class.*

**Thursday, February 7**

1. **Quiz – English Civil War and Glorious Revolution**

   *Homework: Complete homework as assigned in class.*

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**LKCS Math 7th Grade – February 4, 2019**

**Teacher: Mrs. Cue**

**Tutoring: Monday/Tutoring on Thursday**

<table>
<thead>
<tr>
<th>Standard</th>
<th>7.EE.4 Apply the concepts of linear equations and inequalities in one variable to real world and mathematical solutions.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>7.EE.5 Understand and apply laws of exponents</td>
</tr>
</tbody>
</table>
| Monday 4th B | 7.EE.4c Solve Two-step Equations  
Solve Equations with Rational Coefficients test          |
| Tuesday 5th A | 7.EE.4c More Two-step Equations with distributive property  
Twc-step equations test |
| Wed., 6th B | 7.EE.4c More Two-step Equations with distributive property  
Twc-step equations test |
| Thurs., 7th A | 7.EE.4c Write and solve one-step and two-step inequalities  
Lesson 6: Solve inequalities by Addition and Subtractions  
Twc-step equations test |
| Friday 8th B | 7.EE.4c Write and solve one-step and two-step inequalities  
Lesson 7: Solve Inequalities by Multiplication and Division  
Twc-step equations test |

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Mrs. Cuthbertson ELA Enrichment Grade 7 Pre-Weekly

**Homework**

<table>
<thead>
<tr>
<th>General Practice</th>
<th>Students may practice their weekly assignments in our various computer programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mobymax-Class Code:</strong> SC1690</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.mobymax.com">www.mobymax.com</a></td>
<td></td>
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<tr>
<td><strong>Study Island</strong> <a href="http://www.studyisland.com">www.studyisland.com</a></td>
<td></td>
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<tr>
<td><strong>IXL</strong> <a href="http://www.ixl.com">www.ixl.com</a></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Complete worksheet # 1 on Personification- turn in on Wednesday.</th>
</tr>
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</table>

| Thursday         | Complete worksheet # 2 on Classifying Figures of Speech- turn in on Friday. |
**Standard 8-3:** The student will demonstrate an understanding of South Carolina’s role in the development of the new national government.

8-3.1 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.

8-3.2 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.

8-3.3 Explain the basic principles of government as established in the United States Constitution.

8-3.4 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.

1. Constitutional Convention Compromises

**Homework:** Complete homework as assigned in class.

**Thursday, February 7**

1. QUIZ
2. Principles of Constitution

**Homework:** Complete homework as assigned in class.

*Please be aware that unforeseen occurrences may cause these plans to change*
Weekly Teacher Lesson Plan

Grade Level: 8th

Subject: Science

Lesson Objectives (What Student Should Know/Create Rubric From This Section):

- Ask questions to generate hypotheses for scientific investigations.
- Safely conduct a scientific investigation to answer questions, test hypotheses, and develop explanations.

Standard Covered:

- 8.E.4B.1 Obtain and communicate information to model and compare the characteristics and movements of objects in the solar system (including planets, moons, asteroids, comets, and meteors).
- 8.E.4B.2 Construct explanations for how gravity affects the motion of objects in the solar system and tides on Earth.
- 8.E.4B.3 Develop and use models to explain how seasons, caused by the tilt of Earth's axis as it orbits the Sun, affects the length of the day and the amount of heating on Earth's surface.
- 8.E.4B.4 Develop and use models to explain how motions within the Sun, Earth Moon system cause Earth phenomena (including day and year, moon phases, solar and lunar eclipses, and tides).
- 8.E.4B.5 Obtain and communicate information to describe how data from technologies (including telescopes, spectoscopes, satellites, space probes) provide information about objects in the solar system and the universe.
- 8.E.4B.6 Analyze and interpret data from the surface features of the Sun (including photosphere, corona, sunspots, prominences, and solar flares) to predict how these features may affect Earth.

Instructional Tools Used:

- Textbooks, Journals, computers, smart board

Differentiation: (Must Include: Short Lecture, Independent Reading, Learning Stations, Small & Individual Group Work)

- Teacher will have Student take notes on standard based class discussion
- Students will do vocabulary at the very beginning of each class in their Journals
- Teacher will have students complete a worksheet on standard based class discussion
- Teacher will have students do learning station where it explains the standard based class discussion

Student Collaboration: (Must Include: Lesson Pre-Assessment, Student Engagement Activities and Rigorous Student Discussion)

Students will take a pre-assessment based on information already known, the same assessment will be used at the end of the lesson for the teacher and student to see where the student has progressed.

Students will journal on Essential based questions given to them at the end of class.

Technology: (Must Include: Online Academic Tools, Student Laptops & SmartBoards)

- Smartboards, computers, BrainPOP, The Environmental Literacy Council, IXL, Study Island, APEX

Critical Thinking: (Must Include: High Level Thinking Problems and Student Research)
• Students will research different articles that deal with standard based class discussion. Students will pick one article to read and write about what the article was about.

Real Life Connections: (May Include: Teacher Driven Discussion and/or Student Journals)

• Teacher will lead students in a class discussion on standard based class discussion

Instruction/Procedure: (Must Include The Following Components)

10 Min Start-Up 10-minute review: (Vocabulary & Spelling Words in Notebooks)

• At the beginning of class, the teacher will have the first set of vocabulary on the board and students will write and look up the vocabulary and write them in their journals.

10-15 Min Lecture: (Related To Lesson Standard)

• Teacher will us a PowerPoint to discuss standard based class discussion

15 Min Independent Reading: (Related To Lesson Standard)

Students will research different articles that deal with standard based class discussion. Students will pick one article to read and write about what the article was about.

5 Min Student Discussion: (Promote Critical Thinking)

10 Min Writing Exercise: (Students Write In Journal)

• Students will journal on Essential based questions given to them at the end of class.

10 Min Final Review: (Teacher Review of Lesson Components)

• Teacher will start a class discussion based on the essential questions the students have journaled about

5 Min Issue Homework Assignment: (Follow Up Of The Lesson)

• Teacher will have students write down homework and go over what the homework is.

2 Weekly Lesson Plan