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

April 1-5, 2019

Mrs. Jimenez

### B-Day

| Monday 04/01/19 | 3rd Math:  
| Math 4 Today Week 17 Day 2  
| Finish Lesson 18  
| 4th Math:  
| Math 4 Today Week 17 Day 2  
| Finish Lesson 17  
| Testing for TFHS |

| Wednesday 04/03/19 | 3rd Math:  
| Math 4 Today Week 17 Day 3  
| Lesson 19  
| 4th Math:  
| Math 4 Today Week 17 Day 3  
| Lesson 18  
| Science: Constellations in the Solar System |

| Friday 04/05/19 | 3rd Math:  
| Math 4 Today Week 17 Day 4  
| Lesson 19 Continue  
| 4th Math:  
| Math 4 Today Week 17 Day 4  
| Lesson 18 Continue  
| Science: Constellations in the Solar System |

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

Homework can be subject to change based on student needs; please check student agendas for updates

### A-Day

| Tuesday 04/02/19 | ELA:  
| Dialogue Journal  
| Wonder PG 174-199  
| Read Works Practice  
| Independent Reading  
| Homework: Read for 20 minutes  
| S. Studies: Chapter 7 Vocabulary Quiz  
| Colonial Life in North America |

| Thursday 04/04/19 | ELA:  
| Dialogue Journal  
| Wonder PG 200-210  
| Read Works Practice  
| Independent Reading  
| Homework: Read for 20 minutes  
| S. Studies:  
| Chapter 7 Lesson 1 The Spanish Move North |

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

Homework can be subject to change based on student needs; please check student agendas for updates
**5-5.1 Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War.**

**5-5.2 Summarize the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce.**

**5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, Brown v. Board of Education, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights Acts, and the Voting Rights Act.**

<table>
<thead>
<tr>
<th>Monday</th>
<th>1. Civil Rights Movement</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>1. International Alliances</td>
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<tr>
<td>Wednesday</td>
<td>1. Collapse of Soviet Union</td>
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<tr>
<td>Thursday</td>
<td>1. US Involvement in World Affairs</td>
</tr>
<tr>
<td>Friday</td>
<td>1. September 11</td>
</tr>
</tbody>
</table>

**Homework: Spring Break Practice**

*Please be aware that unforeseen occurrences may cause these plans to change*
**Teacher:** J. Hobbs  
**Course:** Science 5th Grade (A – Day)  
**Standards taught this week:**

**Science:**  
**Standard 5**
- 5.P.5A.1 Use mathematical and computational thinking to describe and predict the motion of an object (including position, direction, and speed).
- 5.P.5A.2 Develop and use models to explain how the amount or type of force (contact and non-contact) affects the motion of an object.
- 5.P.5A.3 Plan and conduct controlled scientific investigations to test the effects of balanced and unbalanced forces on the rate and direction of motion of objects.
- 5.P.5A.4 Analyze and interpret data to describe how a change of force, a change in mass, or friction affects the motion of an object.
- 5.P.5A.5 Design and test possible devices or solutions that reduce the effects of friction on the motion of an object.

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.

| Monday/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 complete and read review questions at the end of each chapter and complete any handout or anything not done in class  
| Wednesday/Thursday | 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  

1. Inertia  
2. Mass  
3. Magnetism  
4. Force  
5. Gravity  
6. Friction  
7. Position  
8. Direction  
9. Speed  
10. Balanced Forces  
11. Unbalanced Forces  
12. Acceleration  
13. Deceleration  
14. Texture  
15. Surface  
16. Rough surface  
17. Smooth surface  
18. Weight  
19. Lubrication  
20. Rate  
21. Motion
Kathy Mathis

Pre-weekly Plans

April 2nd and 4th, 2019

Tuesday; April 2nd

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Read or complete other class work during smart-time. Use Epic Books to read about Mahalia Jackson. Complete p. 135 together. Highlight context clues in the text. Complete a response writing using, “Bird Nests”

7th and 8th Grades:


Thursday; April 4th

5th and 6th Grades:


7th and 8th Grades:

| Standard | 6.EE.12 Extend the concepts of numerical expressions to algebraic expressions involving positive rational numbers.  
| Standard |         | a. Translate between algebraic expressions and verbal phrases that include variables.  
| Standard |         | b. Investigate and identify pairs of algebraic expressions using mathematical terminology, including term, coefficient, constant and factor  
| Standard |         | 6.EE.13 Apply mathematical properties to generate equivalent expressions |

**TUTORING IS EVERY MON. & THURS. AFTERSCHOOL**

| Tuesday | 1. African Civilizations |
| Homework: African civilizations definitions |

| Thursday | 1. African Civilizations |
| Homework: Spring Break Practice |

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**LKCS Math 6th Grade – April 1, 2019**

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

| Monday 1st B | Benchmark Testing for Science  
|             | Distributive Property  
|             | Pg. 489 |

| Tuesday 2nd A | Distributive Property  
|              | Pg. 491-492 |

| Wed., 3rd B | Equivalent Expressions  
|            | 499 |

| Thurs., 4th A | Benchmark Testing for Social Studies  
|              | Equivalent Expressions  
|              | 501-502 |

| Friday 5th B | Equations  
|             | Chapter 6 Test |
Science:
Standard 6
- 6.L.4.B.1 Analyze and interpret data related to the diversity of animals to support claims that all animals (vertebrates and invertebrates) share common characteristics.
- 6.L.4.B.2 Obtain and communicate information to explain how the structural adaptations and processes of animals allow for defense, movement, or resource acquisition.
- 6.L.4.B.3 Construct explanations of how animal responses (including hibernation, migration, grouping, and courtship) to environmental stimuli allow them to survive and reproduce.
- 6.L.4.B.4 Obtain and communicate information to compare and classify innate and learned behaviors in animals.
- 6.L.4.B.5 Analyze and interpret data to compare how endothermic and ectothermic animals respond to changes in environmental temperature.

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<table>
<thead>
<tr>
<th>Monday/Tuesday</th>
<th>Students will complete notes based on the standards</th>
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<td></td>
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<td></td>
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<tr>
<td>Thurs./Friday</td>
<td>Students will complete activity based on the standards</td>
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1. Instinct
2. Hibernation
3. Migration
4. Grouping
5. Courtship
6. Camouflage
7. Ejection
8. Mimicry
9. Conditioning
10. Echinoderm
11. Mollusk
12. Segmented Worm
13. Asexual Reproduction
14. Sexual Reproduction
Kathy Mathis

Pre-weekly Plans

April 2nd and 4th, 2019

Tuesday; April 2nd

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Read or complete other class work during smart-time. Use Epic Books to read about Mahalia Jackson. Complete p. 135 together. Highlight context clues in the text. Complete a response writing using, “Bird Nests”

7th and 8th Grades:


Thursday; April 4th

5th and 6th Grades:


7th and 8th Grades:

Standard 7-3: The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.
7-3.5 Analyze the ways that industrialization contributed to imperialism in India, Japan, China, and African regions, including the need for new markets and raw materials, the Open Door Policy, and the Berlin Conference of 1884.
7-3.6 Explain reactions to imperialism that resulted from growing nationalism, including the Zulu wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration.
7-3.7 Explain the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power
7-4.1 Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war.
7-4.2 Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nations.

Monday
1. World War I

Tuesday
1. World War I

Wednesday
1. Worldwide Depression

Thursday
1. Ideologies

Friday
1. WWII

Homework: Spring Break Practice

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LKCS Math 7th Grade – April 1, 2019
Teacher: Mrs. Cue  Tutoring: Monday/Tutoring on Thursday

Standard
7.RP.2 Identify and model proportional relationships given multiple representation, including tables, graph, equations diagram, verbal descriptions and real-world situations.
   a. Determine when two quantities are in a proportional relationship
   b. Recognize or compute the constant of proportionality
   c. Understand that the constant of proportionality is the unit rate
   d. Use equations to model proportional relationships
   e. Investigate the graph of a proportional relationship and explain the meaning of specific points (e.g., origin, unit rate) in the context of the situation.

EARN EXTRA CREDIT: WORK 2 OR MORE HOURS/WEEK ON IXL OR MOBY MAX ASSIGNMENTS GIVEN BY MRS. CUE

Monday 1st B
Benchmark Testing for Science

Solve Proportional Relationships

Homework pg. 61-62

Tuesday 2nd A
Constant Rate of Change

Homework pg. 71-72

Wed., 3rd B
Slope

Homework pg. 79-80

Thurs, 4th A
Benchmark Testing for Social Studies
Classify Angles
Homework pg. 541-542

Friday 5th B
Complementary & Supplementary Angles

Chapter Test
LKCS 7th Grade Science/Preweekly Report

Teacher: J. Hobbs
Course: Science 7th Grade (A – Day)

Standards taught this week:

Science:
- 7.L.3A.1 Obtain and communicate information to support claims that (1) organisms are made of one or more cells, (2) cells are the basic unit of structure and function of organisms, and (3) cells come only from existing cells.
- 7.L.3A.2 Analyze and interpret data from observations to describe different types of cells and classify cells as plant, animal, protist, or bacteria.
- 7.L.3A.3 Develop and use models to explain how the relevant structures within cells (including cytoplasm, cell membrane, cell wall, nucleus, mitochondria, chloroplasts, lysosomes, and vacuoles) function to support the life of plant, animal, and bacterial cells.
- 7.L.3A.4 Construct scientific arguments to support claims that bacteria are both helpful and harmful to other organisms and the environment.

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• 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 |
|----------------|---------------------------------------------------------------------------------------------------------|
| Wednesday/Thursday | • Students will complete activity based on Standards
• 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 |
| Friday | • Vocabulary quiz and Test Standards taught |

1. Asexual Reproduction
2. Bacteria
3. Cell
4. Cell Membrane
5. Cellular Respiration
6. Cell Theory
7. Cell Wall
8. Cellular Waste
9. Eukaryotic
10. Genetic Material
11. Lysosomes
12. Membrane Bound
13. Mitochondria
14. Mitosis
15. Multicellular
16. Non-Photosynthetic
17. Nucleus
18. Organelles
19. Osmosis
20. Photosynthetic
21. Photosynthesis
22. Pathogen
23. Pigment
24. Prokaryotic
25. Protist
26. Sexual Reproduction
27. Unicellular
28. Vacuole
Kathy Mathis

Pre-weekly Plans

April 2nd and 4th, 2019

Tuesday; April 2nd

5th and 6th Grades:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Read or complete other class work during smart-time. Use Epic Books to read about Mahalia Jackson. Complete p. 135 together. Highlight context clues in the text. Complete a response writing using, “Bird Nests”

7th and 8th Grades:


Thursday; April 4th

5th and 6th Grades:


7th and 8th Grades:

LKCS S.C. History  8th Grade  
Teacher: Ms. Lloyd  April 1 - April 5, 2019

**TUTORING IS EVERY MON. & THURS. AFTERSCHOOL**

<table>
<thead>
<tr>
<th>Monday</th>
<th>1. Reconstruction</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>1. Reconstruction</td>
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<tr>
<td>Wednesday</td>
<td>1. Industrial Development</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. US Involvement in WWI</td>
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<td>Friday</td>
<td>1. 1920's</td>
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<tr>
<td></td>
<td>Homework: Spring Break Practice</td>
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**LKCS Math 8th Grade – April 1, 2015**

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>8.F.1 Explore the concept of functions. a. Understand that a function assigns to each input exactly one output. b. Relate inputs (x-values or domain) and outputs (y-values or range) to independent and dependent variables. c. Translate among the multiple representations of a function, including mappings, tables, graphs, equations, and verbal descriptions. d. Determine if a relation is a function using multiple representations, including mappings, tables, graphs, equations, and verbal descriptions. e. Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function 8.F.2 Compare multiple representations of two functions, including mapping, tables, graphs, equations, and verbal descriptions, in order to draw a conclusion 8.F.3 Investigate the differences between linear and nonlinear functions using multiple representation (i.e. tables, graphs, equations and verbal description)</th>
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<tbody>
<tr>
<td>Benchmark Testing for Science Linear Functions</td>
<td>Pg. 303-304</td>
</tr>
<tr>
<td>Benchmark Testing for Social Studies Linear and non-linear functions</td>
<td>Mid-Chapter Test 333-334</td>
</tr>
<tr>
<td>Qualitative Graph</td>
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<tbody>
<tr>
<td>Pg. 303-304</td>
<td></td>
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<tr>
<td>Tuesday 2nd A</td>
<td>Compare Properties of Functions</td>
</tr>
<tr>
<td>Pg. 317-318</td>
<td></td>
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<tr>
<td>Wed., 3rd B</td>
<td>Construct Functions</td>
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<tr>
<td>Pg. 325-326</td>
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<td>Thurs., 4th A</td>
<td>Benchmark Testing for Social Studies Linear and non-linear functions</td>
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LKCS 8th Grade Science/Preweekly Report

Teacher: J. Hobbs
Course: Science 8th Grade (A – Day)

Standards taught this week:

<table>
<thead>
<tr>
<th>Science:</th>
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<tbody>
<tr>
<td>• 8.E.5A.1 Develop and use models to explain how the process of weathering, erosion, and deposition change surface features in the environment.</td>
</tr>
<tr>
<td>• 8.E.5A.2 Use the rock cycle model to describe the relationship between the processes and forces that create igneous, sedimentary, and metamorphic rocks.</td>
</tr>
<tr>
<td>• 8.E.5A.3 Obtain and communicate information about the relative position, density, and composition of Earth’s layers to describe the crust, mantle, and core.</td>
</tr>
<tr>
<td>• 8.E.5A.4 Construct explanations for how the theory of plate tectonics accounts for (1) the motion of lithospheric plates, (2) the geologic activities at plate boundaries, and (3) the changes in landform areas over geologic time.</td>
</tr>
<tr>
<td>• 8.E.5A.5 Construct and analyze scientific arguments to support claims that plate tectonics accounts for (1) the distribution of fossils on different continents, (2) the occurrence of earthquakes, and (3) continental and ocean floor features (including mountains, volcanoes, faults and trenches).</td>
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|                | • Students will need to complete the vocabulary for the week  
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|                | • Students will need to read and complete review questions questions 1-5 |

| Wednesday/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 |

| Friday | All homework due and quiz day |

1. Continental Crust
2. Oceanic crust
3. Basalt
4. Mantle
5. Lithosphere
6. Asthenosphere
7. Outer core
8. Inner core
9. Magnetic field
10. Lithospheric plate
11. Convection currents
12. Theory of plate tectonics
13. Landform
14. Plate boundary
15. Continental plate
16. Divergent boundary
17. Mid-ocean ridge
18. Rift zone
19. Seaﬂoor spreading
20. Convergent boundary
21. Subduction
Kathy Mathis

Pre-weekly Plans

April 2nd and 4th, 2019

Tuesday; April 2nd

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5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Read or complete other class work during smart-time. Use Epic Books to read about Mahalia Jackson. Complete p. 135 together. Highlight context clues in the text. Complete a response writing using “Bird Nests”

7th and 8th Grades:


Thursday; April 4th

5th and 6th Grades:


7th and 8th Grades: