### B-Day

**Monday 04/29/19**

**Math:** Math 4 Today Week 18 Day 3

- **3rd Grade:** Lesson 20 Solve Problems About Time
- **4th Grade:** Lesson 21 Fractions as Tenths and Hundredths

Homework: See student agendas

**Plants Reproduction**

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**Wednesday 05/01/19**

**Math:** Math 4 Today Week 18 Day 4

- **3rd Grade:** Lesson 20 Solve Problems About Time Continued
- **4th Grade:** Lesson 21 Fractions as Tenths and Hundredths Continued

Homework: See student agenda

**Animals Reproduction**

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**Friday 05/03/19**

- **Math:** Math 4 Today Week 18 Day Quiz
- **3rd Grade:** Lesson 20 Solve Problems About Time Quiz
- **4th Grade:** Lesson 21 Fractions as Tenths and Hundredths Quiz

**Plants and Animals Reproduction**

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

### A-Day

**Tuesday 04/30/19**

**ELA:**
- Dialogue Journal
- Shared Reading: Wonder PG 243-248
- Independent Reading
- Non-Fiction Writing

Homework: Read for 20 Minutes

**STEM Project/Testing Review**

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**Thursday 05/02/19**

**ELA:**
- Dialogue Journal
- Shared Reading: Wonder PG 250-265
- Independent Reading
- Non-Fiction Writing

Homework: Read for 20 Minutes

**STEM Project/Testing Review**

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*Tutoring will be held Monday and Thursday from 3:15-4:15pm.*
Science:
Standard 5.S.1: The student will use the science and engineering practices including the processes and skills of scientific inquiry, to develop understandings of science content.
- 5.S.1A.1 Ask questions used to (1) generate hypotheses for scientific investigations or (2) refine models, explanations, or designs.
- 5.S.1A.2 Develop, use, and refine models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.
- 5.S.1A.3 Plan and conduct scientific investigations to answer questions, test hypotheses and predictions, and develop explanations: (1) formulate scientific questions and testable hypotheses, (2) identify materials, procedures, and variables, (3) select and use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.
- 5.S.1A.4 Analyze and interpret data from informational texts, observations, measurements, or investigations using a range of methods (such as tabulation or graphing) to (1) reveal patterns and construct meaning or (2) support hypotheses, explanations, claims, or designs.
- 5.S.1A.5 Use mathematical and computational thinking to (1) express quantitative observations using appropriate metric units, (2) collect and analyze data, or (3) understand patterns, trends and relationships between variables.

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

**Words to Know/Remember**

1. Construct
2. Evaluate
3. Formulate
4. Variables
5. Data/information
6. Evaluate
7. Refine
8. Generate
9. Phenomena
10. Formulate
11. Processes
12. Data
13. Variables
14. Observe/observations
15. Controlled investigations
16. Devices
17. Technology
18. Iterative (repeating)
### LKCS Math 5th Grade

**Teacher:** Mrs. Cue  
**April 29, 2019 *Tutoring: Monday/Tutoring on Thursday***

| Standard | 5.G.1 Define a coordinate system.  
a. The x- and y-axes are perpendicular number lines that intersect at 0 (the origin);  
b. Any point on the coordinate plane can be represented by its coordinates;  
c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin  
d. The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.  

**Return Spring Break Work Due:** 4/22

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignment</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 29th B</td>
<td>Understand the Coordinate Plane</td>
<td>288-289</td>
</tr>
<tr>
<td>Tuesday 30th A</td>
<td>Graph Points on the Coordinate Plane</td>
<td>298-299</td>
</tr>
<tr>
<td>Wed., 1st B</td>
<td>Coordinate plane Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classify Two Dimensional Shapes</td>
<td>304-305</td>
</tr>
<tr>
<td>Thurs., 2nd A</td>
<td>Classify Two Dimensional Shapes</td>
<td>306-307</td>
</tr>
<tr>
<td>Friday, 3rd B</td>
<td>Understand Properties of Two-Dimensional Shapes</td>
<td></td>
</tr>
</tbody>
</table>

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### LKCS U.S. History 5th Grade

**Teacher:** Ms. Lloyd  
**April 29-May 3, 2019**

**TUTORING IS EVERY Mon. & Thurs. Afterschool***

| 5-6.5 Identify examples of cultural exchanges, including those in food, fashion, and entertainment, that illustrate the growing global interdependence between the United States and other countries.  
| 5-6.6 Identify issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources. |

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Monday</td>
<td>1. Cultural Exchanges</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. Recycling and Climate Change</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Review for SC PASS</td>
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<tr>
<td>Thursday</td>
<td>1. Review for SC PASS</td>
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<tr>
<td>Friday</td>
<td>1. Review for SC PASS</td>
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</tbody>
</table>

*Please be aware that unforeseen occurrences may cause these plans to change*
Science:
Standard 6
- 6.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content. Show details
- 6.S.1.A.1 Ask questions to (1) generate hypotheses for scientific investigations, (2) refine models, explanations, or designs, or (3) extend the results of investigations or challenge claims.
- 6.S.1.A.2 Develop, use, and refine models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.
- 6.S.1.A.3 Plan and conduct controlled scientific investigations to answer questions, test hypotheses, and develop explanations: (1) formulate scientific questions and testable hypotheses, (2) identify materials, procedures, and variables, (3) select and use appropriate tools or instruments to collect quantitative and qualitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.
- 6.S.1.A.4 Analyze and interpret data from informational texts, observations, measurements, or investigations using a range of methods (such as tabulation, graphing, or statistical analysis) to (1) reveal patterns and construct meaning or (2) support hypotheses, explanations, claims, or designs.

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</tbody>
</table>

**WORDS TO KNOW**

1. models
2. construct
3. analogies
4. predictions
5. natural
6. variables
7. observations
8. evidence
9. explanations
10. collaborations
11. solutions
12. design
13. evaluate
14. quantitative
15. qualitative
16. analyze
17. safety
18. investigations
19. measurement
20. graph
21. generate
22. record
23. represent
24. outcomes
LKCS Ancient Civ. 6th Grade

Teacher: Ms. Lloyd
Afterschool
April 29-May 3, 2019

TUTORING IS EVERY Mon. & Thurs.

6-4.3 Compare the contributions and the decline of the Maya, Aztec, and Inca civilizations in Central and South America, including their forms of government and their contributions in mathematics, astronomy, and architecture.

6-4.4 Explain the contributions, features, and rise and fall of the North American ancestors of the numerous Native American tribes, including the Adena, Hopewell, Pueblo, and Mississippian cultures.

6-5.1 Explain feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system.

Tuesday

1. Maya, Aztec and Inca

Thursday

1. Adena, Hopewell, Pueblo, and Mississippian cultures

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

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LKCS Math 6th Grade – April 29, 2019

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

Standard

6.EEI.5 Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.

6.EEI.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.

6.EEI.8 Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions in real-world and mathematical situations. a. Write an inequality of the form x > c or x < c and graph the solution set on a number line. b. Recognize that inequalities have infinitely many solutions

6.EEI.9 Investigate multiple representations of relationships in real-world and mathematical situations. a. Write an equation that models a relationship between independent and dependent variables. b. Analyze the relationship between independent and dependent variables using graphs and tables. c. Translate among graphs, tables, and equations.

Monday 29th B One Step Addition & Subtraction Equations

Handout

Tuesday 30th A One step Multiplication & Division Equations

Handout

Wed., 1st B Function Tables and Function Rules

Handout

Thurs., 2nd A Functions & Equations

Handout

Friday, 3rd B Inequalities
### LKCS World History 7th Grade

**April 29-May 3, 2019**

 **TUTORING IS EVERY Mon. & Thurs. Afterschool**

<table>
<thead>
<tr>
<th>Monday</th>
<th>1. World War I, SC PASS Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>1. Worldwide Depression, SC PASS Review</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Ideologies, SC PASS Review</td>
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<tr>
<td>Thursday</td>
<td>1. Ideologies, SC PASS Review</td>
</tr>
<tr>
<td>Friday</td>
<td>1. World War II, SC PASS Review</td>
</tr>
</tbody>
</table>

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### LKCS Math 7th Grade – April 29, 2019

**Teacher: Mrs. Cue**

**Monday/Tutoring on Thursday**

<table>
<thead>
<tr>
<th>Standard</th>
<th>7.GM.2 Construct triangles and special quadrilaterals using a variety of tools (e.g., freehand, ruler and protractor, technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.GM.5 Write equations to solve problems involving the relationships between angles formed by two intersecting lines, including supplementary, complementary, vertical, and adjacent</td>
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<tr>
<td></td>
<td>7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.</td>
</tr>
<tr>
<td></td>
<td>7.GM.3 Describe two-dimensional cross-sections of three-dimensional figures, specifically right rectangular prisms and right rectangular pyramids.</td>
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<table>
<thead>
<tr>
<th>Monday 29th B</th>
<th>Triangles</th>
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<tbody>
<tr>
<td></td>
<td>Pg. 599</td>
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<thead>
<tr>
<th>Tuesday 30th A</th>
<th>Scale Drawings</th>
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<tbody>
<tr>
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<td>Pg. 581-582</td>
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<table>
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<tr>
<th>Wed., 1st B</th>
<th>Cross Sections</th>
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<tr>
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<td>Pg. 599-600</td>
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<tr>
<th>Thurs, 2nd A</th>
<th>Circumference and Area of Circles</th>
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<tr>
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<th>Friday, 3rd B</th>
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LKCS 7th Grade Science/Preweekly Report

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

Standards taught this week:

| Science:                                                                                      |
|                                                                                             |
| • 7.L.3B. Multicellular organisms (including humans) are complex systems with specialized cells |
|   that perform specific functions. Organs and organ systems are composed of cells that function |
|   to serve the needs of cells which in turn serve the needs of the organism.                   |
| • 7.L.3B.1 Develop and use models to explain how the structural organizations within multicellular |
|   organisms’ function to serve the needs of the organism.                                     |
| • 7.L.3B.2 Construct explanations for how systems in the human body (including circulatory,      |
|   respiratory, digestive, excretory, nervous, and musculoskeletal systems) work together to   |
|   support the essential life functions of the body.                                            |

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| Monday/Tuesday                                | • Students will complete notes based on the standards |
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|                                               | • 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 |

Anus
Arteries
Bladder
Blood
Blood Vessels
Bones
Brain
Brainstem
Bronchi (Bronchus)
Capillaries
Cardiac

Muscles
Cerebellum
Cerebrum
Circulatory system
Connective Tissue
Diaphragm
Digestive System
Esophagus
Excretory (Urinary) System
Gallbladder
Heart
Involuntary Muscles
Joints
**Science:**
- 8.E.6A.1 Develop and use models to organize Earth’s history (including era, period, and epoch) according to the geologic time scale using evidence from rock layers.
- 8.E.6A.2 Analyze and interpret data from index fossil records and the ordering of rock layers to infer the relative age of rocks and fossils.
- 8.E.6A.3 Construct explanations from evidence for how catastrophic events (including volcanic activities, earthquakes, climatic changes, and the 8th-grade Instructional Unit Resource SCDE | Office of Standards and Learning impact of an asteroid/comet) may have affected the conditions on Earth and the diversity of its life forms.
- 8.E.6A.4 Construct and analyze scientific arguments to support claims that different types of fossils provide evidence of (1) the diversity of life that has been present on Earth, (2) relationships between past and existing life forms, and (3) environmental changes that have occurred during Earth’s history.
- 8.E.6A.5 Construct explanations for why most individual organisms, as well as some entire taxonomic groups of organisms, that lived in the past were never fossilized.

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<td>Students will need to read and complete review questions questions 1-5</td>
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<tr>
<td></td>
<td>Students will have a vocabulary check and finish notes on heredity and activity</td>
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<td></td>
<td>Students will need to read and complete review questions on</td>
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</table>

| Friday | All homework due and quiz day |

**Words to KNOW**

1. Geologic time scale
2. Era
3. Period
4. Fossil record
5. Mass extinction
6. Paleontologist
7. Paleozoic Era
8. Mesozoic Era
9. Cenozoic Era
10. Diversity of Life
11. Epoch
12. Relative age
13. Fossil record/Fossil
14. Index fossil
15. Law of superposition
16. Climatic change
17. Taxonomic group
18. Adaptations
19. Traits
20. Variations
21. Natural selection
22. Natural factors
23. Man-made factors
24. Extinct
LKCS S.C. History 8th Grade  
Teacher: Ms. Lloyd  
April 29-May 3, 2019  
**TUTORING IS EVERY Mon. & Thurs. Afterschool**

<table>
<thead>
<tr>
<th>Monday</th>
<th>1. Industrialization</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>1. Populists</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Migration Patterns</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Progressive Movement</td>
</tr>
<tr>
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**LKCS Math 8th Grade — April 29, 2019**

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

| Standard | 8.GM.5 | Extend and apply previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal.  
a. Discover that the sum of the three angles in a triangle is 180 degrees.  
b. Discover and use the relationship between interior and exterior angles of a triangle.  
c. Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.  
d. Recognize that two similar figures have congruent corresponding angles.  
8.GM.6 | Use models to demonstrate a proof of the Pythagorean Theorem and its converse.  
8.GM.7 | Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in two and three dimensions involving right triangles |

**Monday 29th B**  
Lines  
Skill Practice Handout

**Tuesday 30th A**  
Geometric Proof  
Skill Practice Handout

**Wed., 1st B**  
Angles of Triangles  
Skill Practice Handout

**Thurs., 2nd A**  
The Pythagorean Theorem  
Skill Practice Handout

**Friday, 3rd B**  
Distance on a Coordinate Plane
Kathy Mathis
Pre-Weekly Plans
April 30th and May 2nd, 2019

Tuesday, April 30th

5th Grade:

5th grade, pass out lap tops in numerical order. Utilize smart-time (8:00-8:25). Go over # 1-5 together on Character Trait Test, 5-RL.8. Complete #s 6-10 alone. Read orally and discuss an Epic Book. Write a brief summary describing the main character. Assist with locating proper text.

6th Grade:

Review a list of character traits; kindness, considerate, patient, etc. Read an Epic book together from the Smartboard. 6-RL.8. List traits about the main character, explain your choice. Read and discuss the text, One Sweet Dress, point out the type of figurative language the title has. Complete related comprehension questions. Complete the writing prompt for #7 on a separate sheet of paper. Return lap tops to the cart correctly before leaving the class for the day.

7th Grade:


8th Grade:

Read the poem, Caged Bird. Point out figurative language that's found in the poem. Answer related comprehension questions, #s 1-8, RL.9. Write a few sentences about If I Were a Caged Bird. Can people be like caged birds? Explain your response. Complete ixl (E.5 and E.6) on figures of speech.
Thursday, May 2nd

(All SC booklets are located under the board near the front of the class. Please return them to that location.) Please remind students that they cannot write in these booklets, use notebook paper.

5th Grade:

Utilize smart-time (8:00-8:25). Read an Epic book or do homework from other classes. Use the “SC Ready” booklets. **Do not write in the text.** Use notebook paper to record your answers. Read and discuss pp. 142 and 143 together. Answer the questions on pp. 144 and 145 on a sheet of paper. Read silently the text on p. 146. Complete the short response, #5, on p. 147. Use the back of the sheet of paper from earlier. Collect and store in the top left drawer.

6th Grade:

Read and discuss pp. 61-63 in the “Ready” booklets. **Do not write in the booklets!** Use notebook paper to record your answers. Go over the response on p. 63 together. Refer to the captions on the side. Complete “Show Your Thinking” as a group. Read p.64 silently. Complete p. 64 on a separate sheet of paper. Complete the written response, #3, on the back of the paper. Collect and store in the top left drawer.

7th Grade:

Read orally and discuss pp. 90 – 91 in the SC Ready booklet for 7th grade. **Do not write in the text booklets.** Use notebook paper to record your answers and complete the response writing. Complete pp. 92-94 on your own. Use the same notebook paper to record #4’s response. Use complete sentences. Collect and store in the top left drawer.

8th Grade:

Read and discuss pp. 38-39 in the SC Ready booklets for 8th grade. **Do not write in the text booklets.** Answer, together, #5 1-3 using notebook paper. Complete pp. 43-47 alone. Use the same piece of notebook paper. Stop at #5. Write your summary for #5 on a separate piece of paper. Collect and store in the top left drawer.