

LKCS August 23-25, 2017

3rd Grade (A Day)

Ms. Jimenez

<p>Wednesday 8/23/17</p>	<p>ELA: <i>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</i></p> <p>Time To's: Following Directions.</p> <p>Read aloud and writing activity "First Day Jitters"</p>	<p>Math: <i>3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m. ; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes</i></p> <p>Time Part 1 – Reviewing analog clocks; rounding to the nearest minute.</p>	<p>Science: <i>3.S.1A.1 Ask questions that can be (1) answered using scientific investigations or (2) used to refine models, explanations, or designs.</i></p> <p>Lab Safety Video and activity sheet.</p>
<p>Friday 8/25/17</p>	<p>ELA: Time To's: Trying your best.</p> <p>Read aloud and writing activity "Chrysanthemum"</p>	<p>Math: Reviewing time continued; Time Quiz (open notes).</p>	<p>Social Studies: <i>3-1.1 Categorize the six landform regions of South Carolina — the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone — according to their climate, physical features, and natural resources</i></p> <p>Regions and Places of South Carolina – A World Map Activity.</p>

*Plans are subject to change based on student needs. Please check your student's agenda daily for homework updates.

Subject	Teacher	Grade	From:	To:
Art	Seconi	3	8/23/17	8/25/17
Monday				
Tuesday				
Wednesday	<p>Teacher and student introductions Rules of the Art Room "Reaching for the Stars" Hands – tracing and decorating hand outline for the classroom door</p>			
Thursday				
Friday	<p>Review of Art Room Rules Quiz on Art Room Rules Star Project – translucent stars for windows to carry out classroom theme</p>			

VA3-1.5 Student will use all art materials and tools in a safe and responsible manner.

VA3-5.1 Student will identify purposes for the creation of works of visual art.

VA3-6.1 Student will identify similarities and connections between the visual arts and other subjects in the school curriculum.

Ms. Simpson – Dance - Week 8/23-8/25

<p>SC Standards – Grades 3-6</p>	<ul style="list-style-type: none"> • D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements. • Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance
<p>SC Standards Grades 7-12</p>	<ul style="list-style-type: none"> • DH1-1.4 Perform movement sequences with a broad range of movement qualities. • DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others. • DH1-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance. • DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance • DH7 – 1.8 Continue to refine technique through teacher correction and self-evaluation.
<p>8/23 & 24 Grades 3-6</p>	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework – Complete coloring sheet</p>
<p>8/23 Grades 7-12</p>	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>
<p>8/25</p>	<ol style="list-style-type: none"> 1. Review 2. Review homework assignment/Create ways to reach goals 3. Vocabulary – both written/demonstrate 4. Warm up 5. Across the Floor/Center Floor work <p>Homework: Review vocabulary</p>

LKCS August 23-25, 2017

4th Grade (B-Day)

Ms. Jimenez

Thursday 8/24/17	ELA: 6.1 <i>Determine the development of a theme within a text; summarize using key details.</i> Time To's: Group Work Read aloud and writing activity "First Day Jitters"	Math: 4.NSBT.1 <i>Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right</i> Adding and Subtracting Whole Numbers (rounding is a form of estimating)	Science: 4.S.1A.1 <i>Ask questions that can be (1) answered using scientific investigations or (2) used to refine models, explanations, or designs</i> Introduction to the Scientific Method (foldable)	Social Studies: <i>4-1.1 Summarize the spread of Native American populations using the Landbridge Theory</i> Introduction to the Land Bridge Theory
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*Plans are subject to change based on student needs. Please check your student's agenda daily for homework updates.

Subject	Teacher	Grade	From:	To:
Art	Seconi	4	8/23/17	8/25/17
Monday				
Tuesday				
Wednesady				
Thursday	Teacher and student introductions Rules of the Art Room "Reaching for the Stars" Hands – tracing and decorating hand outline for the classroom door			
Friday				

VA4-1.5 Student will use all art materials and tools in a safe and responsible manner.

VA4-5.1 Student will identify and discuss some of the purposes for the creation of works of visual art.

VA4-6.1 Student will identify similarities and connections between the visual arts and other subjects in the school curriculum.

Ms. Simpson – Dance - Week 8/23-8/25

<p>SC Standards – Grades 3-6</p>	<ul style="list-style-type: none"> • D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements. • Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance
<p>SC Standards Grades 7-12</p>	<ul style="list-style-type: none"> • DH1-1.4 Perform movement sequences with a broad range of movement qualities. • DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others. • DH1-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance. • DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance • DH7 – 1.8 Continue to refine technique through teacher correction and self-evaluation.
<p>8/23 & 24 Grades 3-6</p>	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework – Complete coloring sheet</p>
<p>8/23 Grades 7-12</p>	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>
<p>8/25</p>	<ol style="list-style-type: none"> 1. Review 2. Review homework assignment/Create ways to reach goals 3. Vocabulary – both written/demonstrate 4. Warm up 5. Across the Floor/Center Floor work <p>Homework: Review vocabulary</p>

STATE STANDARDS TO BE TAUGHT:

5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.

5-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram).

5-3.1 Monitor his or her own participation in physical activity (for example, using a pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log).

Homework – Be active for a minimum of 15 minutes at least once before class on Monday. Complete activity sheet and turn in. Return parent contact information sheet Monday.

Thursday, August, 24, 2017	- Class Expectations & Procedures- - Topic – Components of Health Related Physical Fitness	Activity - Begin FitnessGram
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Ms. Simpson – Dance - Week 8/23-8/25

SC Standards – Grades 3-6	<ul style="list-style-type: none"> D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements. Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance
SC Standards Grades 7-12	<ul style="list-style-type: none"> DH1-1.4 Perform movement sequences with a broad range of movement qualities. DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others. DH1-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance. DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance DH7 – 1.8 Continue to refine technique through teacher correction and self-evaluation.
8/23 & 24 Grades 3-6	<ol style="list-style-type: none"> Introduction to Course Time To Teach Vocab Vocabulary Preassessment Demonstration Preassessment Class Warm up Across the Floor Movement Center Floor Work <p>Homework – Complete coloring sheet</p>
8/23 Grades 7-12	<ol style="list-style-type: none"> Introduction to Course Time To Teach Vocab Vocabulary Preassessment Demonstration Preassessment Class Warm up Across the Floor Movement Center Floor Work <p>Homework: Complete list of goals for the year</p>
8/25	<ol style="list-style-type: none"> Review Review homework assignment/Create ways to reach goals Vocabulary – both written/demonstrate Warm up Across the Floor/Center Floor work <p>Homework: Review vocabulary</p>

LKCS 5th Grade Science/Prewrite Report

Teacher: L.Cooper
Course: Science 5th Grade (A – Day)
Standards taught this week:

Week beginning: 8/23

<p>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.</p> <p>Health: Standard 1: The student will comprehend concepts related to health promotion to enhance health.</p>

****** 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 8/21	
Tues 8/22	
Wed 8/23	<ol style="list-style-type: none"> 1. Start-Up 2. First Day of School Activities (introductions, review class rules and expectations) 3. Teacher/School Culture Orientation <p>Homework: Return signed Syllabus and lab contract</p>
Thurs 8/24	
Fri 8/25	<ol style="list-style-type: none"> 1. Start-Up 2. Teacher/School Culture Orientation 3. Introduction to "What is Health and Wellness" <p>Homework: No homework</p>

LKCS U.S. History 5th Grade
Teacher: Ms. Lloyd August 23-25, 2017(A Day)

Unit 1	<p>Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.</p> <p>5-1.1 Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.</p> <p>5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping.</p> <p>5-1.3 Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.</p> <p>5-1.4 Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.</p>
Wednesday, August 23	<ol style="list-style-type: none"> 1. Review Classroom Expectations and Procedures. 2. Classroom Tour. 3. How do you learn best? <p>Homework: Get familiar with your textbook and workbook.</p>
Friday, August 25	<ol style="list-style-type: none"> 1. Review Classroom Expectations and Procedures. 2. School Culture. <p>Homework: Get familiar with your textbook and workbook.</p>

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

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22		
A 23	<p>WU: Math Warm Up -Day 1 Routine & Procedures Math Stations Routine & Procedures</p> <p>5.NSBT.1 Understand Place Value Key words: place value, decimals, whole numbers, expanded form equivalent decimals, standard form</p> <p>EQ: How do you describe the relationship between two place value positions?</p> <p>Use frayer models to complete vocabulary</p>	Homework: complete vocabulary frayer model classwork.
B 24	<p>WU: Math Warm-Up Day 2 Check homework; 5.NSBT.1 Understand Place Value</p> <p>EQ: How can you explain the relationship between numbers in the place value chart? What happens when you go to the left and/or right?</p> <p>Complete cut and paste for place value chart (work with a partner) Model & teach; complete guided and independent practice, pg. 12-14</p>	Textbook pg. 15-16
A 25	<p>WU: Math Warm-Up Day 3 Math Stations S-teacher (small group) T-technology (Moby Max) A-Apply (complete worksheet) Review pre-test Questions 1-4</p>	Vocabulary Test/Lesson 1 Test

Subject ELA	Teacher LaPrise	Grade 5	From: 8/23	To: 8/25
Monday	n/a			
Tuesday	n/a			
Wednesday	<p>Standard: W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.</p> <p>Homework: Finish your worksheets on you. Then write at least a paragraph (more is acceptable) about a conversation between your "owl self" and your human self. Remember that owls are considered to be wise and knowledgeable, so what kinds of things might an owl say to you? Or what kinds of things might you ask your owl self? How might your owl self answer?</p>			
Thursday	n/a			
Friday	<p>RL 6: Summarize key details and ideas to support analysis of thematic development. Read a book or magazine for enjoyment for 30 minutes before Monday (weekend total). Next week I will ask for a brief summary.</p>			

Teacher: Mrs. Sellner

STATE STANDARDS TO BE TAUGHT:

1. 8-2.3 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.
2. 8-4.3 Participate in health-related physical fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).
3. 8-3.1 Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals).
4. 8-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram).

Homework – Be active for a minimum of 15 minutes at least once before class on Monday. Complete activity sheet and turn in. Return parent contact information sheet Monday.

Thursday, August, 24, 2017	- Expectations & Procedures - Topic– Components of Health Related Physical Fitness	Activity - FitnessGram
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Ms. Simpson – Dance - Week 8/23-8/25

SC Standards – Grades 3-6	<ul style="list-style-type: none"> • D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements. • Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance
SC Standards Grades 7-12	<ul style="list-style-type: none"> • DH1-1.4 Perform movement sequences with a broad range of movement qualities. • DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others. • DH1-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance. • DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance • DH7 – 1.8 Continue to refine technique through teacher correction and self-evaluation.
8/23 & 24 Grades 3-6	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework – Complete coloring sheet</p>
8/23 Grades 7-12	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>
8/25	<ol style="list-style-type: none"> 1. Review 2. Review homework assignment/Create ways to reach goals 3. Vocabulary – both written/demonstrate 4. Warm up 5. Across the Floor/Center Floor work <p>Homework: Review vocabulary</p>

LKCS 6th Grade Science/Prewrite Report
Week beginning: 8/23

Teacher: L.Cooper

Course: Science 6th Grade (A- Day)

Standards taught this week:

<p>Science:</p> <p>Standard 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.</p> <p>Health:</p> <p>Standard 1: The student will comprehend concepts related to health promotion to enhance health.</p>

****** 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 8/21	
Tues 8/22	
Wed 8/23	<ol style="list-style-type: none"> 1. Start-Up 2. First Day of School Activities (introductions, review class rules and expectations) 3. Teacher/School Culture Orientation 4. Homework: Return signed Syllabus and lab contract
Thurs 8/24	
Fri 8/25	<ol style="list-style-type: none"> 1. Start-Up 2. Teacher/School Culture Orientation 3. Introduction to "What is Health and Wellness" 4. Homework: No homework

LKCS Ancient Civ. 6th Grade

Teacher: Ms. Lloyd August 23-25, 2017(A Day)

Unit 1	<p>Standard 6-1: The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.</p> <p>6-1.1 Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.</p> <p>6-1.2 Explain the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses.</p> <p>6-1.3 Compare the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order.</p> <p>6-1.4 Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).</p>
Wednesday, August 23	<ol style="list-style-type: none"> 1. Review Classroom Expectations and Procedures. 2. Classroom Tour. 3. How do you learn best? <p>Homework: Get familiar with your textbook and workbook.</p>
Friday, August 25	<ol style="list-style-type: none"> 1. Review Classroom Expectations and Procedures. 2. School Culture. <p>Homework: Get familiar with your textbook and workbook.</p>

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

Subject ELA	Teacher LaPrise	Grade 6	From: 8/23	To: 8/25
Monday	n/a			
Tuesday	n/a			
Wednesday	<p>Standard: W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.</p> <p>Homework: Finish your worksheets on you. Then write at least a paragraph (more is acceptable) about a conversation between your “owl self” and your human self. Remember that owls are considered to be wise and knowledgeable, so what kinds of things might an owl say to you? Or what kinds of things might you ask your owl self? How might your owl self answer?</p>			
Thursday	n/a			
Friday	<p>RL 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>Read a book or magazine for enjoyment for 30 minutes before Monday (weekend total). Next week I will ask for a brief summary.</p>			

Date	Lesson Plan	Homework
Monday 8/21/17		
Tuesday 8/22/17		
Wednesday 8/23/17 A Day	<p>Morning warm-up Rituals and Routines</p> <p>Pretest Complete vocabulary using frayer model</p> <p>6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures: number lines</p> <p>https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-dividing-fractions/v/conceptual-understanding-of-dividing-fractions-by-fractions</p> <p>https://www.illustrativemathematics.org/NS</p> <p>Key words: reciprocal, inverse, rational number, fractions,</p> <p>Exit slip: draw a number line for 3 $\frac{1}{4}$ and $\frac{2}{8}$ $\frac{1}{2}$ and correct pretest</p>	Homework pg. 303
Thursday 8/24/17 B Day	<p>Morning warm-up Rituals and Routines</p> <p>6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures: pictures</p> <p>https://learnzillion.com/lesson_plans/4904</p>	Pg. 304 Vocabulary test
Friday 8/25/17 A Day	<p>Morning warm-up Rituals and Routines</p> <p>6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures: word problems/equations</p> <p>https://learnzillion.com/lesson_plans/7984 https://learnzillion.com/lesson_plans/11163</p>	Vocabulary test

STATE STANDARDS TO BE TAUGHT:

1. 8-2.3 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.
2. 8-4.3 Participate in health-related physical fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).
3. 8-3.1 Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals).
4. 8-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on FitnessGram).

Homework – Be active for a minimum of 15 minutes at least once before class on Monday. Complete activity sheet and turn in. Return parent contact information sheet Monday.

Thursday, August 24, 2017	- Expectations & Procedures -Topic – Components of Health Related Physical Fitness	Activity - FitnessGram
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Ms. Simpson – Dance - Week 8/23-8/25

SC Standards – Grades 3-6	<ul style="list-style-type: none"> • D3-1.1 Demonstrate a developing sense of strength, range of motion, agility. and coordination in locomotor and nonlocomotor movements. • Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance
SC Standards Grades 7-12	<ul style="list-style-type: none"> • DH1-1.4 Perform movement sequences with a broad range of movement qualities. • DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others. • DH1-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance. • DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance • DH7 – 1.8 Continue to refine technique through teacher correction and self-evaluation.
8/23 & 24 Grades 3-6	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework – Complete coloring sheet</p>
8/23 Grades 7-12	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>
8/25	<ol style="list-style-type: none"> 1. Review 2. Review homework assignment/Create ways to reach goals 3. Vocabulary – both written/demonstrate 4. Warm up 5. Across the Floor/Center Floor work <p>Homework: Review vocabulary</p>

LKCS 7th Grade Science/Prewrite Report

Teacher: L.Cooper
Course: Science 7th Grade (A – Day)
Standards taught this week:

Week beginning: 8/23

Science:
Standard 7.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.

****** 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 8/21	
Tues 8/22	
Wed 8/23	<ol style="list-style-type: none"> 1. Start-Up 2. First Day of School Activities (introductions, review class rules and expectations) 3. Teacher/School Culture Orientation 4. Homework: Return signed Syllabus and lab contract
Thurs 8/24	
Fri 8/25	<ol style="list-style-type: none"> 1. Start-Up 2. Teacher/School Culture Orientation 3. Review the steps of the Scientific Method 4. Homework: No homework

LKCS World History 7th Grade
Teacher: Ms. Lloyd August 23-25, 2017 (A Day)

Unit 1	<p>Standard 7-1: The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.</p> <p>7-1.1 Compare the colonial claims and the expansion of European powers through 1770.</p> <p>7-1.2 Explain how technological and scientific advances contributed to the power of European nations.</p> <p>7-1.3 Summarize the policy of mercantilism as a way of building a nation's wealth, including government policies to control trade.</p> <p>7-1.4 Analyze the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, international trade, and the rise of the middle class.</p> <p>7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas.</p>
Wednesday, August 23	<ol style="list-style-type: none"> 1. Review Classroom Expectations and Procedures. 2. Classroom Tour 3. How do you learn best? <p>Homework: Get familiar with your textbook and workbook.</p>
Friday, August 25	<ol style="list-style-type: none"> 1. Review Classroom Expectations and Procedures. 2. School Culture. <p>Homework: Get familiar with your textbook and workbook.</p>

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

Date	Lesson Plan	Homework
Monday 8/21/17		
Tuesday 8/22/17		
Wednesday 8/23/17 A Day	<p>Morning warm-up Rituals and Routines</p> <p>Pretest</p> <p>7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and to subtract all rational numbers and represent the sum or difference on a number line.</p> <p>a. Understand that the additive inverse of a number is its opposite and their sum is equal to zero.</p> <p>Complete class activity lesson https://learnzillion.com/search?utf8=%E2%9C%93&query=additive+inverse http://study.com/academy/practice/quiz-worksheet-additive-inverse-property.html</p> <p>Key words: Integer • Positive • Negative • Additive inverse • Zero pairs</p> <p>Exit slip: write the additive inverse of the following number sentences: -7, 3, 21, $2 + \underline{\quad} = 0$, $-5 + \underline{\quad} = 0$</p>	<p>handout</p>
Thursday 8/24/17 B Day	<p>Morning warm-up Rituals and Routines</p> <p>7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and to subtract all rational numbers and represent the sum or difference on a number line.</p> <p>b. Understand that the sum of two rational numbers $(p + q)$ represents a distance from p on the number line equal to q where the direction is indicated by the sign of q.</p> <p>Complete graphic organizer/ interactive notebook on integers</p> <p>Chapter 3 Lesson 1 Integers and Absolute Value Key words: integer, absolute value, positive integers, negative integers, graph</p>	
Friday 8/25/17 A Day	<p>Morning warm-up Rituals and Routines</p> <p>7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and to subtract all rational numbers and represent the sum or difference on a number line.</p> <p>b. Understand that the sum of two rational numbers $(p + q)$ represents a distance from p on the number line equal to q where the direction is indicated by the sign of q.</p> <p>Math Station: Additive inverse, create integer picture for positive and negative situation, lesson 1 handout, teacher station and computer</p>	<p>Vocabulary test</p>

Subject ELA	Teacher LaPrise	Grade 7	From: 8/23	To: 8/25
Monday	n/a			
Tuesday	n/a			
Wednesday	<p>Standard: W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.</p> <p>Homework: Write at least a paragraph (more is acceptable) telling about an event in your life that communicates to the reader through the event something important about who you are (your character/beliefs).</p>			
Thursday	n/a			
Friday	<p>RL 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>Read a book or magazine for enjoyment for 30 minutes before Monday (weekend total). Next week I will ask for a brief summary.</p>			

STATE STANDARDS TO BE TAUGHT:

1. 8-2.3 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.
2. 8-4.3 Participate in health-related physical fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).
3. 8-3.1 Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals).
4. 8-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram).

Homework – Be active for a minimum of 15 minutes at least once before class on Monday. Complete activity sheet and turn in. Return parent contact information sheet Monday.

Thursday, August, 24, 2017	- Expectations & Procedures -Discussion Topic – Components of Health Related Physical Fitness	Activity: FitnessGram
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Ms. Simpson – Dance - Week 8/23-8/25

SC Standards – Grades 3-6	<ul style="list-style-type: none"> • D3-1.1 Demonstrate a developing sense of strength, range of motion, agility. and coordination in locomotor and nonlocomotor movements. • Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance
SC Standards Grades 7-12	<ul style="list-style-type: none"> • DH1-1.4 Perform movement sequences with a broad range of movement qualities. • DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others. • DH1-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance. • DH7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more genres or forms of dance • DH7 – 1.8 Continue to refine technique through teacher correction and self-evaluation.
8/23 & 24 Grades 3-6	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework – Complete coloring sheet</p>
8/23 Grades 7-12	<ol style="list-style-type: none"> 1. Introduction to Course 2. Time To Teach Vocab 3. Vocabulary Preassessment 4. Demonstration Preassessment 5. Class Warm up 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>
8/25	<ol style="list-style-type: none"> 1. Review 2. Review homework assignment/Create ways to reach goals 3. Vocabulary – both written/demonstrate 4. Warm up 5. Across the Floor/Center Floor work <p>Homework: Review vocabulary</p>

Subject	Teacher	Grade	From:	To:
Art	Seconi	8	8/23/17	8/25/17
Monday				
Tuesday				
Wednesady				
Thursday	Teacher and student introductions Rules of the Art Room "Reaching for the Stars" Hands – tracing and decorating hand outline for the classroom door			
Friday				

LKCS 8th Grade Science/Prewrite Report

Teacher: L.Cooper

Week beginning: 8/23

Course: Science :8th Grade (A – Day)

Standards taught this week:

Science:

Standard 8.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.

****** 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 8/21	
Tues 8/22	
Wed 8/23	<ol style="list-style-type: none"> 1. Start-Up 2. First Day of School Activities (introductions, review class rules and expectations) 3. Teacher/School Culture Orientation 4. Homework: Return signed Syllabus and lab contract
Thurs 8/24	
Fri 8/25	<ol style="list-style-type: none"> 1. Start-Up 2. Teacher/School Culture Orientation 3. Review the steps of the Scientific Method 4. Homework: No homework

LKCS S.C. History 8th Grade

Teacher: Ms. Lloyd August 23-25, 2017 (A Day)

<p>Unit 1</p>	<p>Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans</p> <p>8-1.1 Summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee.</p> <p>8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.</p> <p>8-1.3 Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony.</p> <p>8-1.4 Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.</p> <p>8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.</p> <p>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.</p>
<p>Wednesday, August 23</p>	<ol style="list-style-type: none"> 1. Review Classroom Expectations and Procedures. 2. Classroom Tour 3. How do you learn best? <p>Homework: Get familiar with your textbook and workbook.</p>
<p>Friday, August 25</p>	<ol style="list-style-type: none"> 1. Review Classroom Expectations and Procedures. 2. School Culture. <p>Homework: Get familiar with your textbook and workbook.</p>

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

Date	Lesson Plan	Homework
Monday 8/21/17		
Tuesday 8/22/17		
Wednesday 8/23/17 A Day	<p>Morning warm-up Rituals and Routines</p> <p>8.NS.1 Explore the real number system and its appropriate usage in real-world situations. a. Recognize the differences between rational and irrational numbers</p> <p>EQ- How do you distinguish between irrational and rational numbers?</p> <p>file:///C:/Users/Karen/AppData/Local/Microsoft/Windows/INetCache/IE/BSF8Y01T/explain.pdf</p> <p>Key words: rational and irrational, repeating decimal and terminating decimal</p> <p>Exit slip:</p>	Vocabulary sheet
Thursday 8/24/17 B Day	<p>Morning warm-up Rituals and Routines</p> <p>7.NS.1 Explore the real number system and its appropriate usage in real-world situations. a. Recognize the differences between rational and irrational numbers. b. Understand that all real numbers have a decimal expansion</p> <p>EQ- How can you tell if a square root is rational or irrational?</p> <p>Math Stations: Rational and irrational activities (Assessment)</p>	handout
Friday 8/25/17 A Day	<p>Morning warm-up Rituals and Routines</p> <p>Chapter 1 Lesson 1 Rational Numbers</p> <p>8.NS.1 Explore the real number system and its appropriate usage in real-world situations. a. Recognize the differences between rational and irrational numbers. b. Understand that all real numbers have a decimal expansion</p> <p>How do write a repeating decimal as a fraction?</p> <p>Model and teach</p> <p>Complete textbook pages pg. 10-11</p>	Vocabulary test