

LKCS August 28-September 1, 2017

3rd Grade (A-Day)

Ms. Jimenez

<p>Tuesday 08/29/17</p>	<p>ELA: <i>5.1, 7.1, 7.2, 8.1, 10.1</i> Folktales and Fairy Tales Genres, Inferencing, Comparing and Contrast.</p> <p>Word Sudy: Prefix - UN</p> <p><u>Homework:</u> Students will complete two items from Spelling Menu.</p>	<p>Math: Place Value Chapter 1 Lesson 1 Lesson 2 Compare Numbers</p> <p><u>Homework:</u> Lesson 1 PG 13-14 Lesson 2 PG 19-20</p>	<p>Social Studies: <i>3-1.1</i> The United States and SC Landform Regions</p> <p><u>Homework:</u> Take Home Quizzes.</p>
<p>Thursday 08/31/17</p>	<p>ELA: Folktales and Fairy Tales Genres, Inferencing, Comparing and Contrast. Oral Reading Assessment</p> <p><u>Homework:</u> Students will complete two items from Spelling Menu.</p> <p>Spelling Test Will be on Monday 9/4/17</p>	<p>Math: Lesson 3 Order Numbers Check My Progress Lesson 4 Round to the Nearest 10</p> <p><u>Homework:</u> Lesson 3 PG 25-26 Lesson 4 PG33-34</p>	<p>Science: <i>3.E.4A.1</i> <i>4A.2</i> <i>4B.1</i> <i>4B.2</i> <i>4B.3</i></p> <p>Read Chapter 1 Watch Lab Safety Video for review Lab Safety Quiz</p> <p><u>Homework:</u> What is Science? Worksheet.</p>

3rd Grade Spelling Words: agreement, area, assess, categorize, check, collaborate, complex, component, conduct, unlock

Subject	Teacher	Grade	From:	To:
Gen music	Mr. Williams	3rd	8/28	9/1
Monday	Singing in unison			
Tuesday				
Wednesday	Singing in unison			
Thursday				
Friday	Singing in unison			

Subject	Teacher	Grade	From:	To:
3 rd /4 th Gen music	Mr williams	3 rd /4 th	8/28	9/1
Monday				
Tuesday	Singing in Unison			
Wednesday				
Thursday	Singing in Unison			
Friday				

Ms. Simpson – Dance - Week 8/28-9/1

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 • D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.
SC Standards Grades	<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. • 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. • DH7- 1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).
8/28,8/30,9/1 Grades 3-6	<ol style="list-style-type: none"> 1. Time To Teach 2. Vocab Review/new Vocab words 3. Class Warm up 4. Jazz Dance Basics 5. Across the Floor Movement 6. Center Floor Work <p>Homework – Complete coloring sheet</p>
8/29 & 8/31 Grades 7-8	<ol style="list-style-type: none"> 1. Time To Teach 3. Vocabulary Review 4. Ballet Barre Warm up (using Vocab words) 5. Conditioning 6. Jazz Basics 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>

Subject	Teacher	Grade	From:	To:
Art	Seconi	3	8/28/17	9/1/17
Monday	“Reaching for the Stars” Hands – tracing and decorating hand outline for the classroom door, discussing themes and Harriet Tubman quote on classroom door			
Tuesday				
Wednesday	Finish hands, make sketchbooks for daily prompts Review of Art Room Rules			
Thursday				
Friday	Quiz on Art Room Rules Star Project – translucent stars for windows to carry out classroom theme			

Last week (at the last minute) I changed my lesson plans to include discussion and art about the solar eclipse. The kids enjoyed sharing their experiences and drawing this rare event. Because of this, our lessons got pushed back a day.

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.

LKCS August 28-September 1, 2017

4th Grade (B-Day)

Ms. Jimenez

<p>Monday 8/28/17</p>	<p>ELA: Word Study: Prefix-over Reading: <i>Stormalong</i></p> <p><u>Homework:</u> Spelling- Students will complete two items from spelling menu (See Spelling Notebook)</p>	<p>Math: 4.NSBT.1 4.NSBT.2 4.NSBT.4</p> <p>Place Value Chapter 1 Lessons 1-3.</p> <p><u>Homework:</u> Lesson 1 PG 15-16 Lesson 2 PG 21-22 Lesson 3 PG 27-28</p>	<p>Science: 4.P.4A.4 P.4A.5 E.2A.2 E.2B.2 E.2B.3</p> <p>Cup of Water Lab</p> <p><u>Homework:</u> Define the following vocabulary: control variable, independent variable, dependent variable.</p>	<p>Social Studies: 1.1 1.2 1.3 1.4 2-1 2.2 2.3 2.4</p> <p>Chapter 1 Lesson 1 Landbridge Theory (answer questions #2-5, pg 57)</p> <p><u>Homework:</u> Landbridge Theory Open Notes Take home quiz</p>
<p>Wednesday 8/30/17</p>	<p>ELA: Reading: <i>Stormalong</i></p> <p><u>Homework:</u> Spelling Menu-complete two items.</p>	<p>Math: Place Value Lesson 4 –5; Check my Progress</p> <p><u>Homework:</u> Lesson 4 PG 33-34 Lesson 5 PG 41-42 Study for Place Value test on 9/1</p>	<p>Science: Review scientific method of cup of water lab (students will take notes).</p> <p>Ketchup and Mustard Lab.</p>	<p>Social Studies: Chapter 2, Lesson 1 PG 76-80 (students answer #2-5 pg 80)</p> <p><u>Homework:</u> workbook activity sheet (check student agenda)</p>
<p>Friday 9/1/17</p>	<p>ELA: Reading: <i>Stormalong</i> Spelling Test.</p>	<p>Math: Place Value Test. Addition Properties Lesson 1 PG 61-66.</p>	<p>Science: Paperclip Lab</p>	<p>Social Studies: Chapter 2 Lesson 2 PG 82-85 (students answer #2-5 PG85)</p>

4th Grade Spelling Words: abstract, advocate, avoid, boycott, chart, coherent, combine, consider, cycle, overdone

Subject	Teacher	Grade	From:	To:
3 rd /4 th Gen music	Mr williams	3 rd /4 th	8/28	9/1
Monday				
Tuesday	Singing in Unison			
Wednesday				
Thursday	Singing in Unison			
Friday				

Ms. Simpson – Dance - Week 8/28-9/1

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 • D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.
SC Standards Grades	<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. • 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. • DH7- 1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).
8/28,8/30,9/1 Grades 3-6	<ol style="list-style-type: none"> 1. Time To Teach 2. Vocab Review/new Vocab words 3. Class Warm up 4. Jazz Dance Basics 5. Across the Floor Movement 6. Center Floor Work <p>Homework – Complete coloring sheet</p>
8/29 & 8/31 Grades 7-8	<ol style="list-style-type: none"> 1. Time To Teach 3. Vocabulary Review 4. Ballet Barre Warm up (using Vocab words) 5. Conditioning 6. Jazz Basics 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>

Subject	Teacher	Grade	From:	To:
Art	Seconi	4	8/28/17	9/1/17
Monday				
Tuesday	“Reaching for the Stars” Hands – tracing and decorating hand outline for the classroom door, discussing themes and Harriet Tubman quote on classroom door			
Wednesady				
Thursday	Finish hands, make sketchbooks for daily prompts Review of Art Room Rules			
Friday				

Last week (at the last minute) I changed my lesson plans to include discussion and art about the solar eclipse. The kids enjoyed sharing their experiences and drawing this rare event. Because of this, our lessons got pushed back a day.

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.

LKCS 5th Grade Science/Prewrite Report

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

Week beginning: 8/28

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.
Health: Standard 1: The student will comprehend concepts related to health promotion to enhance health.

**** 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 8/28	
Tues 8/29	<ol style="list-style-type: none"> 1. Start-Up 2. Review (Lab safety) 3. Class Lesson: Lab safety rules, symbols, equipment 4. Class Assignment: - complete lab safety posters 5. Homework: complete lab equipment vocabulary
Wed 8/30	
Thurs 8/31	<ol style="list-style-type: none"> 1. Start-Up 2. Review: Introduction to Health topics 3. Class Lesson: Healthy relationships and behaviors 4. Class Assignment– Complete questions related to topics discussed 5. Homework – No homework
Fri 9/1	

LKCS U.S. History 5th Grade

Teacher: Ms. Lloyd August 29-31, 2017(A Day)

Unit 1	Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States. 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. 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. 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. 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.
Tuesday, August 29	<ol style="list-style-type: none"> 1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. Reconstruction: Goals and Failures. Homework: Complete Frayer model handout for the following vocabulary terms: Lincoln's Ten Percent Plan, Reconstruction, 13 th Amendment, Freedmen, Radical Republicans.
Thursday, August 31	<ol style="list-style-type: none"> 1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. 13th, 14th and 15th Amendments. 3. New life for freedmen? Homework: Complete Amendment handout. Define each amendment in your own words and draw a picture to represent each amendment.

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

Subject	Teacher	Grade	From:	To:
5th grade music	Mr. Williams	5th	8/28	9/1
Monday	Singing in Unison			
Tuesday				
Wednesday	Singing in Unison			
Thursday				
Friday	Singing in Unison			

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 three times this week. Complete activity sheet and turn in next week on Wednesday. Return parent contact information sheet if you have not done so. *Quiz on Friday*

Monday, August, 28, 2017	Components of Health Related Physical Fitness	Begin FitnessGram
Wednesday, August, 30, 2017	Components of Health Related Physical Fitness	FitnessGram
Friday, September 1, 2017	Quiz - components	FitnessGram

Ms. Simpson – Dance - Week 8/28-9/1

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 D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.
SC Standards Grades	<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. 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. DH7- 1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).
8/28,8/30,9/1 Grades 3-6	<ol style="list-style-type: none"> Time To Teach Vocab Review/new Vocab words Class Warm up Jazz Dance Basics Across the Floor Movement Center Floor Work <p>Homework – Complete coloring sheet</p>
8/29 & 8/31 Grades 7-8	<ol style="list-style-type: none"> Time To Teach Vocabulary Review Ballet Barre Warm up (using Vocab words) Conditioning Jazz Basics Across the Floor Movement Center Floor Work <p>Homework: Complete list of goals for the year</p>

Lloyd Kennedy School – 5th Math Ms. Karen Cue 8/28/17 – Tutoring: Tuesday & Thursday; 3:15-4:30 pm

B 28	Math Enrichment	Homework: Vocabulary Practice (give to Mrs. Cubertson)
A 29	<p>WU: Math Warm Up – review homework</p> <p>Lesson 1 – Place Value Through Millions, pg. 11A 5.NSBT.1 Understand Place Value</p> <p>Model & teach; use place value model</p> <p>Key words: base ten, place value, value, whole numbers, expanded form standard form Math Stations EQ: How do you describe the relationship between two place value positions?</p>	Pg. 13-15
B 30	Math Enrichment	Handout
A 31	<p>WU: Math Warm-Vocabulary Quiz/Test on lesson 1 Check homework;</p> <p>Lesson 4 Multiplication Patterns, pg. 99 5.NSBT.2 Use whole number exponents to explain: a. patterns in the number of zeroes of the product when multiplying a number by powers of 10;</p> <p>Key words: exponents, power of ten</p> <p>EQ: What happen when whole numbers are multiplied by the powers of 10?</p>	Homework pg. 103-104
B 1	Math Enrichment	

Subject ELA	Teacher LaPrise	Grade 5	From: 8/28	To: 9/1
Monday	n/a			
Tuesday	<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:</p> <ol style="list-style-type: none"> Finish from last week 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? Write 5 sentences about your family. Try to make them perfect sentences: capitalization, punctuation, grammar. 			
Wednesday	n/a			
Thursday	<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>Write a one paragraph minimum narrative about anyone from any of the “Changing City/Countryside” poster series.</p>			
Friday				

STATE STANDARDS TO BE TAUGHT:

- 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.
- 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).
- 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).
- 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 three times this week. Complete activity sheet and turn in next week on Wednesday. Return parent contact information sheet if you have not done so. *Quiz on Friday.*

Monday, August, 28, 2017	Components of Health Related Physical Fitness	Begin FitnessGram
Wednesday, August, 30, 2017	Components of Health Related Physical Fitness	FitnessGram
Friday, September 1, 2017	Quiz - components	FitnessGram

Ms. Simpson – Dance - Week 8/28-9/1

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 D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.
SC Standards Grades	<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. 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. DH7- 1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).
8/28,8/30,9/1 Grades 3-6	<ol style="list-style-type: none"> Time To Teach Vocab Review/new Vocab words Class Warm up Jazz Dance Basics Across the Floor Movement Center Floor Work <p>Homework – Complete coloring sheet</p>
8/29 & 8/31 Grades 7-8	<ol style="list-style-type: none"> Time To Teach Vocabulary Review Ballet Barre Warm up (using Vocab words) Conditioning Jazz Basics Across the Floor Movement Center Floor Work <p>Homework: Complete list of goals for the year</p>

LKCS 6th Grade Science/Prewrite Report

Teacher: L.Cooper
Course: Science 6th Grade (A- Day)
Standards taught this week:

Week beginning: 8/28

<p>Science: 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: 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 8/28	
Tues 8/29	<ol style="list-style-type: none"> 1. Start-Up 2. Review (Lab safety) 3. Class Lesson: Lab safety rules, symbols, equipment 4. Class Assignment: - complete lab safety posters 5. Homework: complete lab equipment vocabulary
Wed 8/30	
Thurs 8/31	<ol style="list-style-type: none"> 1. Start-Up 2. Review: Introduction to Health 3. Class Lesson: Health, Wellness and Diseases 4. Class Assignment—complete questions related topics 5. Homework – No homework
Fri 9/1	

LKCS Ancient History 6th Grade
Teacher: Ms. Lloyd August 29-31, 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>
Unit 2	<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>
Tuesday, August 29	<ol style="list-style-type: none"> 1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. Hunter-Gatherers: existence and lifestyle (Paleolithic Age). <p>Homework: Create <u>five</u> sentences about what you learned today regarding the Paleolithic Age and the hunter-gatherers that lived during this time. Draw a picture to represent each sentence you write. Use your classwork, notes and textbook to help you.</p>
Thursday, August 31	<ol style="list-style-type: none"> 1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. Neolithic Age: Domestication, Irrigation and Food Surplus. <p>Homework: Compare and contrast the lifestyle of hunter-gatherers with your current lifestyle in relationship to living off the natural environment. How do we obtain food and things we need to survive versus how the hunter-gatherers had to obtain these things? Use the Venn Diagram handout.</p>

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Mrs. Karen Cue, 6th Lesson Plans- Week of 08/28/17, Tutoring: Tuesday & Thursday, 3:15-4:30

Date	Lesson Plan	Homework
<p>Monday 8/28 B</p>	<p>Morning warm-up</p> <p>Pretest Complete vocabulary using frayer model for vocabulary</p> <p>6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures: number lines, pictures and real world situations</p> <p>EQ- How can number lines help us to divide fractions? Divide Whole Numbers by Fractions, pg. 301</p> <p>Inquiry Lab, pgs. 301-304</p> <p>https://www.khanacademy.org https://learnzillion.com/lesson_plans/4904 https://learnzillion.com/lesson_plans/7984 https://learnzillion.com/lesson_plans/11163</p> <p>Key words: reciprocal, inverse, rational number, fractions,</p> <p>Exit slip:</p>	<p>Homework: pg. 304</p>
<p>Tuesday 8/29 A</p>	<p>Warm-up Chapter 4 Lesson 6, pg. 305</p> <p>EQ: What are the steps to divide fractions?</p> <p>Create a multi-representation for a whole number divided by a fractions. Write a word problem, draw a picture, complete using an algorithm (classwork grade)</p> <p>Complete page 308 (grade)</p>	<p>Pg. 309</p>
<p>Wednesday 8/30 B</p>	<p>Morning warm-up</p> <p>6.NS.1 Divide Fractions,</p> <p>Chapter 4 Lesson 7 pg. 313</p> <p>Inquiry Lab, pg. 313-314</p> <p>EQ: What are the steps to divide fractions?</p> <p>Model and teach; student will work with partners to complete guided practice; pg. 320</p> <p>Exit slip</p>	<p>Homework pg. 321</p>
<p>Thursday 8/24/17 A Day</p>	<p>Morning warm-up</p> <p>6.NS.1 Divide Mixed Numbers, pg. 325-332</p> <p>Model and teach</p>	<p>Pg. 329</p>
<p>Friday 8/25/17 B Day</p>	<p>Morning warm-up</p> <p>Review pre-assessment</p> <p>Dividing Fractions Tests</p>	<p>Vocabulary test</p>

Subject ELA	Teacher LaPrise	Grade 6	From: 8/28	To: 9/1
Monday	n/a			
Tuesday	<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:</p> <ol style="list-style-type: none"> 1. Finish from last week 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? 2. Write 5 sentences about your family. Try to make them perfect sentences: capitalization, punctuation, grammar. 			
Wednesday	n/a			
Thursday	<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>Write a one paragraph minimum narrative about anyone from any of the “Changing City/Countryside” poster series.</p>			
Friday				

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 three times this week. Complete activity sheet and turn in next week on Wednesday. Return parent contact information sheet if you have not done so. *Quiz this Friday!*

Monday, August, 28, 2017	Components of Health Related Physical Fitness	Begin FitnessGram
Wednesday, August, 30, 2017	Components of Health Related Physical Fitness	FitnessGram
Friday, September 1, 2017	Quiz - components	FitnessGram

Ms. Simpson – Dance - Week 8/28-9/1

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 • D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.
SC Standards Grades	<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. • 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. • DH7- 1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).
8/28,8/30,9/1 Grades 3-6	<ol style="list-style-type: none"> 1. Time To Teach 2. Vocab Review/new Vocab words 3. Class Warm up 4. Jazz Dance Basics 5. Across the Floor Movement 6. Center Floor Work <p>Homework – Complete coloring sheet</p>
8/29 & 8/31 Grades 7-8	<ol style="list-style-type: none"> 1. Time To Teach 3. Vocabulary Review 4. Ballet Barre Warm up (using Vocab words) 5. Conditioning 6. Jazz Basics 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>

LKCS 7th Grade Science/Prewrite Report

Teacher: L.Cooper

Week beginning: 8/28

Course: Science 7th Grade (A – Day)

Standards taught this week:

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 8/28	
Tues 8/29	<ol style="list-style-type: none"> 1. Start-Up 2. Review (Lab safety) 3. Class Lesson: Lab safety rules, symbols, equipment 4. Class Assignment: - complete lab safety posters 5. Homework: complete lab equipment vocabulary
Wed 8/30	
Thurs 8/31	<ol style="list-style-type: none"> 1. Start-Up 2. Class Lesson - (Scientific Method Steps) 3. Class Assignment: - Power point guided notes and questions 4. Homework: No homework
Fri 9/1	

Subject ELA	Teacher LaPrise	Grade 7	From: 8/28	To: 9/1
Monday	n/a			
Tuesday	Homework: <ol style="list-style-type: none"> 1. Finish from last week: 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). 2. Write 5 PERFECT sentences about you family. Perfect capitalization, punctuation, and grammar. 			
Wednesday	n/s			
Thursday	Standard: W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences. Write at two paragraph minimum narrative about any person in any of the "Changing City/Countryside" poster series.			
Friday				

Date	Lesson Plan	Homework
Monday B Day 8/28/17	Morning warm-up Chapter 3 Lesson 1 Integers and Absolute Value, pg. 191 7.NS.1 read and write integers, and find the absolute value of an integer EQ: Why is the absolute value always positive? Key words: integer, absolute value, positive integers, negative integers, graph	Page 195-196
Tuesday A 8/29/17	Morning warm-up Chapter 3 Lesson 2 Add Integers 7.NS.1 Extend prior knowledge of operations with positive rational numbers to add all rational numbers and represent the sum or difference on a number line and with counters. b. Understand that the sum of two rational numbers EQ: What is the rule to add like and unlike numbers? Complete graphic organizer/ interactive notebook on integers Inquiry Lab, pg. 201 grade Key words: integer, absolute value, positive integers, negative integers, graph, zero pairs	Pg. 207
Wednesday B Day 8/30/17	Morning warm-up Chapter 3 Lesson 2 Add Integers Math Stations Key words: Integer • Positive • Negative • Additive inverse • Zero pairs Exit slip: Completed quiz	Pg. 209
Thursday B Day 8/31/17	Morning warm-up Lesson 1 and 2 Test Chapter 3 Lesson 3 Subtract Integers, pg 215-222 7.NS.1 Extend prior knowledge of operations with positive rational numbers to subtract all rational numbers and represent the sum or difference on a number line and counters EQ: What happens when two negatives are side by side? Inquiry Lab, pg 211-212 Key words: integer, absolute value, positive integers, negative integers, graph	Pg.216-217 Got It!
Friday 9/1/17 A Day	Morning warm-up Subtract Integers Math Stations 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. 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 . Math Station: Additive inverse, create integer picture for positive and negative situation, lesson 1 handout, teacher station and computer	

LKCS World History 7th Grade

Teacher: Ms. Lloyd August 29-31, 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>
Tuesday, August 29	<ol style="list-style-type: none"> 1. Review LKCS Teach To’s Classroom Expectations and Procedures. 2. Big 5, Colonial Claims and Spanish Dominance. <p>Homework: Complete graphic organizer wheel handout for the topic: “European Powers Through 1770.”</p>
Thursday, August 31	<ol style="list-style-type: none"> 1. Review LKCS Teach To’s Classroom Expectations and Procedures. 2. Scientific and Technological Advancements. <p>Homework: Create four squares for the following vocabulary words: caravel, compass, astrolabe, longitude, latitude, weaponry and cartographer. Color each picture you draw to represent the vocabulary words.</p>

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

Subject	Teacher
7 th grade music	Mr. Williams
Monday	Rhythm studies
Tuesday	
Wednesday	Rhythm studies
Thursday	
Friday	Rhythm studies

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 three times this week. Complete activity sheet and turn in next week on Wednesday. Return parent contact information sheet if you have not done so. *Quiz this Friday!*

Monday, August, 28, 2017	Components of Health Related Physical Fitness	Begin FitnessGram
Wednesday, August, 30, 2017	Components of Health Related Physical Fitness	FitnessGram
Friday, September 1, 2017	Quiz - components	FitnessGram

Ms. Simpson – Dance - Week 8/28-9/1

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 • D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.
SC Standards Grades	<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. • 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. • DH7- 1.1 Demonstrate and describe movement from a variety of dance techniques and kinesthetic skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).
8/28,8/30,9/1 Grades 3-6	<ol style="list-style-type: none"> 1. Time To Teach 2. Vocab Review/new Vocab words 3. Class Warm up 4. Jazz Dance Basics 5. Across the Floor Movement 6. Center Floor Work <p>Homework – Complete coloring sheet</p>
8/29 & 8/31 Grades 7-8	<ol style="list-style-type: none"> 1. Time To Teach 3. Vocabulary Review 4. Ballet Barre Warm up (using Vocab words) 5. Conditioning 6. Jazz Basics 6. Across the Floor Movement 7. Center Floor Work <p>Homework: Complete list of goals for the year</p>

Subject	Teacher	Grade	From:	To:
Art	Seconi	8	8/28/17	9/1/17
Monday	"Reaching for the Stars" Hands – tracing and decorating hand outline for the classroom door, discussing themes and Harriet Tubman quote on classroom door			
Tuesday				
Wednesday	Finish hands, make sketchbooks for daily prompts Review of Art Room Rules			
Thursday				
Friday	Quiz on Art Room Rules Star Project –folded translucent stars for windows to carry out classroom theme			

Last week (at the last minute) I changed my lesson plans to include discussion and art about the solar eclipse. The kids enjoyed sharing their experiences and drawing this rare event. Because of this, our lessons got pushed back a day.

VA8-1.4 Student will use art materials and tools in a safe and responsible manner.

VA8-5.1 Student will compare various purposes for the creation of works of visual art.

VA8-6.2 Student will compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

LKCS 8th Grade Science/Prewrite Report

Teacher: L.Cooper

Week beginning: 8/28

Course: Science 8th Grade (A – Day)

Standards taught this week:

<p>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.</p>

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Mon 8/28	
Tues 8/29	<ol style="list-style-type: none"> 1. Start-Up 2. Review (Lab safety) 3. Class Lesson: Lab safety rules, symbols, equipment 4. Class Assignment: - complete lab safety posters 5. Homework: complete lab equipment vocabulary
Wed 8/30	
Thurs 8/31	<ol style="list-style-type: none"> 1. Start-Up 2. Class Lesson - (Scientific Method Steps) 3. Class Assignment: - Power point guided notes and questions 4. Homework: No homework
Fri 9/1	

<p>Wednesday 8/30/17 B Day</p>	<p>Morning warm-up</p> <p>Chapter 1 Lesson 8</p> <p>Roots, pg. 71-78</p> <p>8.EE find square roots and cube roots</p> <p>Key word: perfect squares, square roots, radical sign, cube root, perfect cube</p> <p>Why would I need to use cube roots and square roots?</p> <p>Exit slip</p>	<p>Pg. 75</p>
<p>Thursday 8/31/17 B Day</p>	<p>Morning warm-up</p> <p>Chapter 1 Lesson 8</p> <p>8.EE find square roots and cube roots</p> <p>Key word: perfect squares, square roots, radical sign, cube root, perfect cube</p> <p>Why would I need to use cube roots and square roots?</p> <p>Math Stations</p> <p>Exit slip</p>	<p>Pg. 77</p>
<p>Friday 9/1/17 A Day</p>	<p>Morning warm-up</p> <p>Chapter 1 Lesson 9 Estimate Roots</p> <p>8.NS.2 estimate square roots of non-perfect roots and plotting them on a number line</p> <p>Inquiry lab</p>	<p>Vocabulary test /standards 8.NS.1a & c; 8.NS.3</p>

Subject ELA	Teacher LaPrise	Grade 8	From: 8/28	To: 9/1
Monday	n/a			
Tuesday	<p>Homework:</p> <ol style="list-style-type: none"> Finish from last week: 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). Write 5 PERFECT sentences about you family. Perfect capitalization, punctuation, and grammar. 			
Wednesday	n/s			
Thursday	<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>Write at two paragraph minimum narrative about any person in any of the “Changing City/Countryside” poster series.</p>			
Friday				

LKCS S.C. History 8th Grade

Teacher: Ms. Lloyd August 29-31, 2017 (A Day)

<p>Unit 1</p> <p>Unit 2</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>Tuesday, August 29</p>	<ol style="list-style-type: none">1. Review LKCS Teach To's Classroom Expectations and Procedures.2. Native Americans: Eastern Woodlands Tribal Groups <p>Homework: Compare and contrast the Catawba, Yemassee and Cherokee tribes, using a Venn Diagram.</p>
<p>Thursday, August 31</p>	<ol style="list-style-type: none">1. Review LKCS Teach To's Classroom Expectations and Procedures.2. Exploration of South Carolina and North America <p>Homework: Label map showing areas of exploration by Spanish, French and English.</p>

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