

LKCS September 12-15, 2017

3<sup>rd</sup> Grade (A Day)

Ms. Jimenez

<p>Wednesday 9/13/17</p>	<p><b>ELA:</b> Daily 5 Centers Parts of a Sentence</p> <p>Homework: Vocabulary Definitions; Read 15 minutes.</p>	<p><b>Math:</b> Chapter 1 Review</p> <p>Homework: Place Value and Rounding Worksheet</p>	<p><b>Science: 3.E.4A.1</b> Continue working on Rock Cycle Rock Cycle Video</p>
<p>Friday 9/15/17</p>	<p><b>ELA:</b> <b>Vocabulary Test</b> Daily 5 Centers Parts of A Sentence</p> <p>Homework: Read for 20 minutes</p>	<p><b>Math:</b> <b>Chapter 1 Test</b> Am I Ready? (Pre-Assessment) Chapter 1 Vocab</p>	<p><b>Social Studies: 3-1.1; 3-1.2</b> <b>SC 6 Regions Review and Quiz</b> Introduce Features of SC.</p>

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

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

Ms. Simpson – Dance - Week 9/12-9/15

<p>SC Standards – Grades</p>	<ul style="list-style-type: none"> <li>• D3 1.1 , D3 1.2, D3 1.4, D3 1.7, D3 1-9,</li> <li>• D4 1.2, D4 1.6, D4 1.7, D4 1.8, D4 6.3</li> <li>• D5 1.2, D5 1.6, D5 1.8, D5 6.3</li> <li>• D6 1.2,D6 1.7, D6 1.8, D6 6.4</li> <li>• D7 1.1, D7 1.6, D7 1.7, D7 1.8</li> </ul>
<p>9/5, 9/7 Grades 3-6</p>	<ol style="list-style-type: none"> <li>1. Class warm up</li> <li>2. Across the Floor Movement</li> <li>3. Center Floor Work</li> </ol> <p>Homework – Practice dance learned in class at least 5x, 3<sup>rd</sup> grade return letter signed regarding Governing Body Meeting</p>
<p>9/6-9/8 Grades 7-8</p>	<ol style="list-style-type: none"> <li>1. Ballet/Jazz Vocab/Demonstration Test</li> <li>3. New Vocab Words</li> <li>4. Ballet Barre Warm up (using Vocab words)</li> <li>5. Conditioning</li> <li>6. Jazz Basics</li> <li>6. Across the Floor Movement</li> <li>7. Center Floor Work</li> </ol> <p>Homework: Work on skills learned in class</p>

Subject	Teacher	Grade	From:	To:
Gen music	Mr.Williams	3 <sup>rd</sup> /4 <sup>th</sup>	9/13	9/15
Monday				
Tuesday				
Wednesday	Singing in unison/Harmony			
Thursday				
Friday	Singing in unison/Harmony			

Subject	Teacher	Grade	From:	To:
Art	Seconi	3	9-13	9-15
Monday				
Tuesday				
Wednesday				
Thursday	Finish mixing dough, review color wheel			
Friday				

LKCS September 13-15, 2017

4<sup>th</sup> Grade (B-Day)

Ms. Jimenez

Thursday 9/14/17	<b>ELA:</b> Daily 5 Centers "The Pool" Parts of a Sentence Making Inferences Role Play  Homework: Read for 15 minutes	<b>Math: 4.NSBT.4</b> <b>Chapter 1 Place Value Test.</b> Am I Ready? Chapter 2 Introduce Addition Properties and Subtraction Rules	<b>Science: 4.E.2A.1</b> <b>Atmosphere Quiz</b> Introduce the Water Cycle  Homework: Water Cycle Questions.	<b>Social Studies: 4-1.</b> Eastern Woodlands Native Americans notes and passage
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*Plans are subject to change based on student needs. Please check student's agenda daily.*

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

Ms. Simpson – Dance - Week 9/12-9/15

SC Standards – Grades	<ul style="list-style-type: none"> <li>• D3 1.1 , D3 1.2, D3 1.4, D3 1.7, D3 1-9,</li> <li>• D4 1.2, D4 1.6, D4 1.7, D4 1.8, D4 6.3</li> <li>• D5 1.2, D5 1.6, D5 1.8, D5 6.3</li> <li>• D6 1.2,D6 1.7, D6 1.8, D6 6.4</li> <li>• D7 1.1, D7 1.6, D7 1.7, D7 1.8</li> </ul>
9/5, 9/7 Grades 3-6	<ol style="list-style-type: none"> <li>1. Class warm up</li> <li>2. Across the Floor Movement</li> <li>3. Center Floor Work</li> </ol> <p>Homework – Practice dance learned in class atleast 5x, 3<sup>rd</sup> grade return letter signed regarding Governing Body Meeting</p>
9/6-9/8 Grades 7-8	<ol style="list-style-type: none"> <li>1. Ballet/Jazz Vocab/Demonstration Test</li> <li>3. New Vocab Words</li> <li>4. Ballet Barre Warm up (using Vocab words)</li> <li>5. Conditioning</li> <li>6. Jazz Basics</li> <li>6. Across the Floor Movement</li> <li>7. Center Floor Work</li> </ol> <p>Homework: Work on skills learned in class</p>

Subject	Teacher	Grade	From:	To:
Gen music	Mr. Williams	3 <sup>rd</sup> /4 <sup>th</sup>	9/13	9/15
Monday				
Tuesday				
Wednesday	Singing in unison/Harmony			
Thursday				
Friday	Singing in unison/Harmony			

Subject	Teacher	Grade	From:	To:
Art	Seconi	4	9-13	9-15
Monday				
Tuesday				
Wednesday	Finish mixing dough, review color wheel			
Thursday				
Friday	Complete color wheel dough project			

Ms. Simpson – Dance - Week 9/12-9/15

SC Standards – Grades	<ul style="list-style-type: none"> <li>• D3 1.1 , D3 1.2, D3 1.4, D3 1.7, D3 1-9,</li> <li>• D4 1.2, D4 1.6, D4 1.7, D4 1.8, D4 6.3</li> <li>• D5 1.2, D5 1.6, D5 1.8, D5 6.3</li> <li>• D6 1.2,D6 1.7, D6 1.8, D6 6.4</li> <li>• D7 1.1, D7 1.6, D7 1.7, D7 1.8</li> </ul>
9/5, 9/7 Grades 3-6	<ol style="list-style-type: none"> <li>1. Class warm up</li> <li>2. Across the Floor Movement</li> <li>3. Center Floor Work</li> </ol> <p>Homework – Practice dance learned in class atleast 5x, 3<sup>rd</sup> grade return letter signed regarding Governing Body Meeting</p>
9/6-9/8 Grades 7-8	<ol style="list-style-type: none"> <li>1. Ballet/Jazz Vocab/Demonstration Test</li> <li>3. New Vocab Words</li> <li>4. Ballet Barre Warm up (using Vocab words)</li> <li>5. Conditioning</li> <li>6. Jazz Basics</li> <li>6. Across the Floor Movement</li> <li>7. Center Floor Work</li> </ol> <p>Homework: Work on skills learned in class</p>

5<sup>th</sup> Grade PE

Week of : Sept. 11, 2017

Teacher: Mrs. Sellner

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 –Complete activity sheet and turn in next week on Monday. Return parent contact information sheet if you have not done so.

Tuesday, Sept. 12, 2017	TEST	FitnessGram
Thursday, Sept. 14, 2017	F.I.T.T Principle	FitnessGram

Subject ELA	Teacher LaPrise	Grade 5	From: 9/12	To: 9/15
Monday	n/a			
Tuesday	<b>Standard: 8.1: plot development (rising/falling action, climax)</b> <b>TEST TOMORROW (Wednesday)!</b> Study the parts of plot handout (exposition, inciting incident, rising action, climax, falling action, resolution). You will be tested on your understanding of each of these.			
Wednesday	<b>Standard: 8.1: plot development (rising/falling action, climax)</b> Read the one-page story that was handed out and explain the six parts of the plot from the story. This is due Friday.			
Thursday				
Friday	Read for at LEAST 30 minutes before the next English class (next A day). Your entrance ticket will be based on what you read. You MUST READ! This entrance ticket will be different than the previous entrance tickets and will NOT be just a paragraph summary. 30 minutes of reading before the next A day is only TEN MINUTES A DAY!			

LKCS U.S. History

5<sup>th</sup> Grade

**TUTORING IS EVERY**

Teacher: Ms. Lloyd

September 13-15, 2017(A Day)

**Tues. & Wed. Afterschool**

Unit 1	<p><b>Standard 5-1:</b> The student will demonstrate an understanding of Reconstruction and its impact on the United States.</p> <p><b>5-1.1</b> 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><b>5-1.2</b> 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><b>5-1.3</b> 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><b>5-1.4</b> 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, September 13	<ol style="list-style-type: none"> <li>Review LKCS Teach To's Classroom Expectations and Procedures.</li> <li><b>Review for Unit 1 TEST</b></li> <li>5-1.2, 5-1.3 and 5-1.4 (plantation life to sharecropping, impeachment, Andrew Johnson, scalawags, carpetbaggers, economy in the South during Reconstruction).</li> </ol> <p><b>Homework:</b> Study for Reconstruction test (Unit 1) that will be this Friday. Review notes, classwork and textbook. Read pages 206-209 in your textbook. Complete workbook page 34.</p>
Friday, September 15	<ol style="list-style-type: none"> <li>Review LKCS Teach To's Classroom Expectations and Procedures.</li> <li><b>Unit 1 TEST</b></li> <li><b>Notebook Check</b></li> <li><b>Introduction to Westward Expansion</b></li> </ol> <p><b>Homework:</b> Read pages 218-219 in your textbook and complete page 35 in your workbook.</p>

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

**LKCS 5<sup>th</sup> Grade Science/Preweekly Report**  
**Week beginning: 9/11**

**Teacher:** L.Cooper

**Course:** Science 5<sup>th</sup> Grade (A – Day)

**Standards taught this week:**

<p><b>Science:</b></p> <p><b>Standard 5.L.4: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems</b></p> <p><b>Health:</b></p> <p><b>Standard 1: The student will comprehend concepts related to health promotion to enhance health.</b></p>
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**\*\*\*\* 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.**

<b>Mon</b> 9/11	No School
<b>Tues</b> 9/12	
<b>Wed</b> 9/13	<ol style="list-style-type: none"> <li>1. Start-Up</li> <li>2. Class Lesson: Introduction to Ecology</li> <li>3. Class Assignment: - Notes/Video (Ecosystems)</li> <li>4. Homework: B28 vocabulary (definitions), study for vocabulary test</li> </ol>
<b>Thurs</b> 9/14	
<b>Fri</b> 9/15	<ol style="list-style-type: none"> <li>1. Start-Up</li> <li>2. Class Review: Body Transportation and Coordination Systems</li> <li>3. Class Assignment–Vocabulary quiz (Ecosystems), Complete vocabulary and questions related to topics discussed</li> <li>4. Homework – Review vocabulary for body systems</li> </ol>

Lloyd Kennedy School – 5<sup>th</sup> Math Ms. Karen Cue 9/11/17 – Tutoring: Thursday & Friday; 3:15-4:30 pm

<b>A</b> Monday 11		
<b>B</b> Tuesday 12	Math Enrichment	
<b>A</b> Wed. 13	<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> <p>Homework pg. 103-104</p>	complete vocabulary words review sheet for test: exponent, base, power, squared, cubed, period, place value, standard form, expanded form, and place for vocabulary test
<b>B</b> Thurs. 14	Math Enrichment	
<b>A</b> Friday 15	<p>WU: Math Vocabulary test</p> <p>Multiply Decimals by the Power of Ten, pg. 411-412 5.NSBT.2a Patterns in the placement of the decimal point when a decimal is multiplied by a power of 10.</p> <p>EQ: What happens to the number when you multiply the decimal by a power of 10? <a href="https://www.mathgames.com/skill/6.46-multiply-and-divide-decimals-by-powers-of-ten">https://www.mathgames.com/skill/6.46-multiply-and-divide-decimals-by-powers-of-ten</a></p>	

Subject	Teacher	Grade	From:	To:
5 <sup>th</sup> music	Mr. Williams	5th	9/14	9/14
Monday				
Tuesday				
Wednesday				
Thursday	Singing in unison and Harmony			
Friday				



Ms. Simpson – Dance - Week 9/12-9/15

SC Standards – Grades	<ul style="list-style-type: none"> <li>• D3 1.1 , D3 1.2, D3 1.4, D3 1.7, D3 1-9,</li> <li>• D4 1.2, D4 1.6, D4 1.7, D4 1.8, D4 6.3</li> <li>• D5 1.2, D5 1.6, D5 1.8, D5 6.3</li> <li>• D6 1.2,D6 1.7, D6 1.8, D6 6.4</li> <li>• D7 1.1, D7 1.6, D7 1.7, D7 1.8</li> </ul>
9/5, 9/7 Grades 3-6	<ol style="list-style-type: none"> <li>1. Class warm up</li> <li>2. Across the Floor Movement</li> <li>3. Center Floor Work</li> </ol> <p>Homework – Practice dance learned in class atleast 5x, 3<sup>rd</sup> grade return letter signed regarding Governing Body Meeting</p>
9/6-9/8 Grades 7-8	<ol style="list-style-type: none"> <li>1. Ballet/Jazz Vocab/Demonstration Test</li> <li>3. New Vocab Words</li> <li>4. Ballet Barre Warm up (using Vocab words)</li> <li>5. Conditioning</li> <li>6. Jazz Basics</li> <li>6. Across the Floor Movement</li> <li>7. Center Floor Work</li> </ol> <p>Homework: Work on skills learned in class</p>

6<sup>th</sup> Grade PE

Week of : Sept. 11, 2017

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 –Complete activity sheet and turn in next week on Monday. Return parent contact information sheet if you have not done so.

Tuesday, Sept. 12, 2017	TEST	FitnessGram
Thursday, Sept. 14, 2017	F.I.T.T. Principle	FitnessGram

Subject ELA	Teacher LaPrise	Grade 6	From: 9/12	To: 9/15
Monday	n/a			
Tuesday	<b>Standard: 8.1: plot development (rising/falling action, climax)</b> <b>TEST TOMORROW (Wednesday)!</b> Study the parts of plot handout (exposition, inciting incident, rising action, climax, falling action, resolution). You will be tested on your understanding of each of these.			
Wednesday	<b>Standard: 8.1: plot development (rising/falling action, climax)</b> Read the one-page story that was handed out and explain the six parts of the plot from the story. This is due Friday.			
Thursday				
Friday	Read for at LEAST 30 minutes before the next English class (next A day). Your entrance ticket will be based on what you read. You MUST READ! This entrance ticket will be different than the previous entrance tickets and will NOT be just a paragraph summary. 30 minutes of reading before the next A day is only TEN MINUTES A DAY!			

LKCS Ancient Civ.

6<sup>th</sup> Grade

**TUTORING IS EVERY**

Teacher: Ms. Lloyd

September 13-15, 2017(A Day)

**Tues. & Wed. Afterschool**

Unit 1	<p><b>Standard 6-1:</b> 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><b>6-1.1</b> Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.</p> <p><b>6-1.2</b> 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><b>6-1.3</b> 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><b>6-1.4</b> Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).</p>
Unit 2	
Wednesday, September 13	<ol style="list-style-type: none"> <li>1. Review LKCS Teach To's Classroom Expectations and Procedures.</li> <li>2. <b>Review for Unit 1-2 TEST</b></li> <li>3. River Valley Civilizations: 6-1.3</li> </ol> <p><b>Homework:</b> Study for Unit 1 test (6-1.1 to 6-1.4) that will be this Friday. Complete workbook pages 2-3. Review notes, classwork and textbook.</p>
Friday, September 15	<ol style="list-style-type: none"> <li>1. Review LKCS Teach To's Classroom Expectations and Procedures.</li> <li>2. <b><u>Unit 1-2 TEST</u></b></li> <li>3. <b>Notebook Check</b></li> </ol> <p><b>Homework:</b> Read pages 34-39 in your textbook and complete workbook page 9.</p>

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

**LKCS 6<sup>th</sup> Grade Science/Prewrite Report**  
**Week beginning: 9/11**

**Teacher:** L.Cooper

**Course:** Science 6<sup>th</sup> Grade (A- Day)

**Standards taught this week:**

<p><b>Science:</b></p> <p><b>Standard 6.P.3: The student will demonstrate an understanding of the properties of energy, the transfer and conservation of energy, and the relationship between energy and forces.</b></p> <p><b>Health:</b></p> <p><b>Standard 1: The student will comprehend concepts related to health promotion to enhance health.</b></p>
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**\*\*\*\* 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.**

<b>Mon</b> 9/11	
<b>Tues</b> 9/12	
<b>Wed</b> 9/13	<ol style="list-style-type: none"><li>1. Start-Up</li><li>2. Class Lesson: Intro to Energy</li><li>3. Class Assignment: - Notes/ video Types of Energy</li><li>4. Homework: Study vocabulary (Types of Energy) for quiz</li></ol>
<b>Thurs</b> 9/14	
<b>Fri</b> 9/15	<ol style="list-style-type: none"><li>1. Start-Up</li><li>2. Class Lesson: Health, Wellness and Diseases (Life Skills)</li><li>3. Class Assignment—complete questions related topics</li><li>4. Homework – Study Wellness and Disease study guide for quiz</li></ol>

Mrs. Karen Cue, 6<sup>th</sup> Lesson Plans - Week of 9/11/17 – Tutoring: Thursday & Friday; 3:15 – 4:30

Date	Lesson Plan	Homework
<b>Monday 9/11 - A</b>		
<b>Tuesday 9/12 - B</b>	Math Enrichment	
<b>Wed. 9/13 - A</b>  Key words: Improper fraction Mixed numbers Reciprocal Simplest form	WU: Math warmup  Chapter 4 Lesson 8 Divide Mixed Numbers, pg. 325-332 EQ: How do you divide mixed numbers?  Model & teach; do pair and share to complete assigned problem; share with class  Exit slip: complete problem	Hw- pg. 329-330
<b>Thurs. 9/4/17 - B</b>	Math Enrichment	
<b>Friday 9/5/17 - A</b>	Chapter 4 Lesson 8 Divide Mixed Numbers, pg. 325-332  Skill Practice  Quiz	

SC Standards – Grades	<ul style="list-style-type: none"> <li>• D3 1.1 , D3 1.2, D3 1.4, D3 1.7, D3 1-9,</li> <li>• D4 1.2, D4 1.6, D4 1.7, D4 1.8, D4 6.3</li> <li>• D5 1.2, D5 1.6, D5 1.8, D5 6.3</li> <li>• D6 1.2,D6 1.7, D6 1.8, D6 6.4</li> <li>• D7 1.1, D7 1.6, D7 1.7, D7 1.8</li> </ul>
9/5, 9/7 Grades 3-6	<ol style="list-style-type: none"> <li>1. Class warm up</li> <li>2. Across the Floor Movement</li> <li>3. Center Floor Work</li> </ol> <p>Homework – Practice dance learned in class atleast 5x, 3<sup>rd</sup> grade return letter signed regarding Governing Body Meeting</p>
9/6-9/8  Grades 7-8	<ol style="list-style-type: none"> <li>1. Ballet/Jazz Vocab/Demonstration Test</li> <li>3. New Vocab Words</li> <li>4. Ballet Barre Warm up (using Vocab words)</li> <li>5. Conditioning</li> <li>6. Jazz Basics</li> <li>6. Across the Floor Movement</li> <li>7. Center Floor Work</li> </ol> <p>Homework: Work on skills learned in class</p>

7<sup>th</sup> Grade PE

Week of : Sept. 11, 2017

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 –Complete activity sheet and turn in next week on Monday. Return parent contact information sheet if you have not done so.

Tuesday, Sept. 12, 2017	TEST	FitnessGram
Thursday, Sept. 14, 2017	F.I.T.T. Principle	FitnessGram

Subject ELA	Teacher LaPrise	Grade 7	From: 9/12	To: 9/15
Monday	n/a			
Tuesday	<b>Standard: 8.1: plot development (rising/falling action, climax)</b> <b>TEST TOMORROW (Wednesday)!</b> Study the parts of plot handout (exposition, inciting incident, rising action, climax, falling action, resolution). You will be tested on your understanding of each of these.			
Wednesday	<b>Standard: 8.1: plot development (rising/falling action, climax)</b> Read the one-page story that was handed out and explain the six parts of the plot from the story. This is due Friday.			
Thursday				
Friday	Read for at LEAST 30 minutes before the next English class (next A day). Your entrance ticket will be based on what you read. You MUST READ! This entrance ticket will be different than the previous entrance tickets and will NOT be just a paragraph summary. 30 minutes of reading before the next A day is only TEN MINUTES A DAY!			

LKCS World History      7<sup>th</sup> Grade      **TUTORING IS EVERY**  
 Teacher: Ms. Lloyd      September 13-15, 2017 (A Day)      **Tues. & Wed. Afterschool**

Unit 1	<p><b>Standard 7-1: The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.</b></p> <p><b>7-1.1 Compare the colonial claims and the expansion of European powers through 1770.</b></p> <p><b>7-1.2 Explain how technological and scientific advances contributed to the power of European nations.</b></p> <p><b>7-1.3 Summarize the policy of mercantilism as a way of building a nation's wealth, including government policies to control trade.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>
Wednesday, September 13	<ol style="list-style-type: none"> <li>1. Review LKCS Teach To's Classroom Expectations and Procedures.</li> <li>2. <b><u>Review for Age of Exploration Quiz</u></b></li> <li>3. Complete guided notes handout</li> <li>4. 7-1.3, 7-1.4 and 7-1.5. Review workbook map on page 22.</li> </ol> <p><b>Homework: Study for quiz that will be this Friday. Review <u>ALL</u> notes and handouts, classwork and textbook for your quiz. Complete Workbook pages 7-14.</b></p>
Friday, September 15	<ol style="list-style-type: none"> <li>1. Review LKCS Teach To's Classroom Expectations and Procedures.</li> <li>2. <b><u>Quiz on The Age of Exploration: The Big Five, scientific and technological developments, motivations of exploration and explorers.</u></b></li> <li>3. <b>Notebook Check</b></li> <li>4. <b>Workbook pages 21-27</b></li> </ol> <p><b>Homework: Study for test that will be Friday, September 21. Review notes, classwork and textbook. Complete workbook pages 29-34.</b></p>

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

**LKCS 7<sup>th</sup> Grade Science/Prewrite Report**  
**Week beginning: 9/11**

**Teacher:** L.Cooper

**Course:** Science 7<sup>th</sup> Grade (A – Day)

**Standards taught this week:**

**Science**

**7.P.2: The student will demonstrate an understanding of the structure and properties of matter and that matter is conserved as it undergoes changes.**

**\*\*\*\* 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.**

<b>Mon</b> 9/11	
<b>Tues</b> 9/12	
<b>Wed</b> 9/13	<ol style="list-style-type: none"> <li>1. Start-Up</li> <li>2. Class Lesson- Intro to Matter</li> <li>3. Class Assignment: - Notes/Video (Matter)</li> <li>4. Homework: study vocabulary for quiz on Friday</li> </ol>
<b>Thurs</b> 9/14	
<b>Fri</b> 9/15	<ol style="list-style-type: none"> <li>1. Start-Up</li> <li>2. Class Lesson – Properties of Matter (Physical and Chemical)</li> <li>3. Class Assignment: - Complete vocabulary and questions related to the topics discussed</li> <li>4. Homework: study notes for quiz</li> </ol>

Subject	Teacher	Grade	From:	To:
7 <sup>th</sup> music	Mr. Williams	7th	9/14	9/14
Monday				
Tuesday				
Wednesday				
Thursday	Note values. Staff and note names.			
Friday				

Mrs. Karen Cue, 7<sup>th</sup> Lesson Plans - Week of 9/11/17 – Tutoring: Thursday & Friday; 3:15 – 4:30 pm

Date	Lesson Plan	Homework
<b>Monday 9/11 - A</b>		
<b>Tuesday 9/12 – B</b>  Key words: integer, absolute value, positive integers, negative integers, graph, zero pairs	Math Enrichment	Vocabulary review
<b>Wed. 9/13 – A Day</b>	Math Warm-up  Subtract Integers 7.NS.1c Translate between the subtraction of two rational numbers and additive inverse $p - q = p + (-q)$  EQ: How is subtraction of integer Inquiry Lab, pg. 211-214	Pg. 219-220
<b>Thurs. 9/14 - B Day</b>	Math Enrichment	
<b>Friday 9/15 A Day</b>	Morning warm-up  Subtract Integers 7.NS.1c Translate between the subtraction of two rational numbers and additive inverse $p - q = p + (-q)$  Skill Practice and Quiz	<b>Mid-Chapter Test Tuesday 9/19/17</b>



Ms. Simpson – Dance - Week 9/12-9/15

SC Standards – Grades	<ul style="list-style-type: none"> <li>• D3 1.1 , D3 1.2, D3 1.4, D3 1.7, D3 1-9,</li> <li>• D4 1.2, D4 1.6, D4 1.7, D4 1.8, D4 6.3</li> <li>• D5 1.2, D5 1.6, D5 1.8, D5 6.3</li> <li>• D6 1.2,D6 1.7, D6 1.8, D6 6.4</li> <li>• D7 1.1, D7 1.6, D7 1.7, D7 1.8</li> </ul>
9/5, 9/7 Grades 3-6	<ol style="list-style-type: none"> <li>1. Class warm up</li> <li>2. Across the Floor Movement</li> <li>3. Center Floor Work</li> </ol> <p>Homework – Practice dance learned in class atleast 5x, 3<sup>rd</sup> grade return letter signed regarding Governing Body Meeting</p>
9/6-9/8 Grades 7-8	<ol style="list-style-type: none"> <li>1. Ballet/Jazz Vocab/Demonstration Test</li> <li>3. New Vocab Words</li> <li>4. Ballet Barre Warm up (using Vocab words)</li> <li>5. Conditioning</li> <li>6. Jazz Basics</li> <li>6. Across the Floor Movement</li> <li>7. Center Floor Work</li> </ol> <p>Homework: Work on skills learned in class</p>

8<sup>th</sup> Grade PE

Week of : Sept. 11, 2017

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 – Complete activity sheet and turn in next week on Monday. Return parent contact information sheet if you have not done so.

Tuesday, Sept. 12, 2017	TEST	FitnessGram
Thursday, Sept. 14, 2017	F.I.T.T Principle	FitnessGram

Subject ELA	Teacher LaPrise	Grade 8	From: 9/12	To: 9/15
Monday	n/a			
Tuesday	<b>Standard: 8.1: plot development (rising/falling action, climax)</b> <b>TEST TOMORROW (Wednesday)!</b> Study the parts of plot handout (exposition, inciting incident, rising action, climax, falling action, resolution). You will be tested on your understanding of each of these.			
Wednesday	<b>Standard: 8.1: plot development (rising/falling action, climax)</b> Read the one-page story that was handed out and explain the six parts of the plot from the story. This is due Friday.			
Thursday				
Friday	Read for at LEAST 30 minutes before the next English class (next A day). Your entrance ticket will be based on what you read. You MUST READ! This entrance ticket will be different than the previous entrance tickets and will NOT be just a paragraph summary. 30 minutes of reading before the next A day is only TEN MINUTES A DAY!			

LKCS S.C. History 8<sup>th</sup> Grade

**TUTORING IS EVERY**

Teacher: Ms. Lloyd September 13-15, 2017 (A Day)

**Tues. & Wed. Afterschool**

Unit 1	<p><b>Standard 8-1:</b> The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans</p> <p><b>8-1.1</b> 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><b>8-1.2</b> Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.</p> <p><b>8-1.3</b> 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><b>8-1.4</b> 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><b>8-1.5</b> 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><b>8-1.6</b> 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>
Unit 2	
Wednesday, September 13	<ol style="list-style-type: none"> <li>1. Review LKCS Teach To's Classroom Expectations and Procedures.</li> <li>2. <b><u>Review for Unit 1 TEST</u></b></li> <li>3. 8-1.2 and 8-1.3</li> </ol> <p><b>Homework:</b> Label map showing areas of exploration by Spanish, French and English. <b>Study for test that is this Friday.</b> 8-1.1 to 8-1.3 will be on the test. Review notes, classwork and textbook. Complete Workbook page 3 using your textbook.</p>
Friday, September 15	<ol style="list-style-type: none"> <li>1. Review LKCS Teach To's Classroom Expectations and Procedures.</li> <li>2. <b><u>Unit 1 TEST</u></b></li> <li>3. <b>Notebook Check</b></li> </ol> <p><b>Homework:</b> Complete workbook pages 6-7 using your textbook.</p>

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

**LKCS 8<sup>th</sup> Grade Science/Prewrite Report**

**Week beginning: 9/11**

**Teacher:** L.Cooper

**Course:** Science 8<sup>th</sup> Grade (A – Day)

**Standards taught this week:**

<p><b>Science:</b></p> <p><b>Standard</b></p> <p><b>8.P.2: The student will demonstrate an understanding of the effects of forces on the motion and stability of an object</b></p>
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**\*\*\*\* 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.**

<b>Mon</b> 9/11	
<b>Tues</b> 9/12	
<b>Wed</b> 9/13	<ol style="list-style-type: none"> <li>1. Start-Up</li> <li>2. Class Lesson: Intro to Motion</li> <li>3. Class Assignment: - complete vocabulary and questions related to the topics discussed</li> <li>4. Homework: vocabulary, study for vocabulary quiz</li> </ol>
<b>Thurs</b> 9/14	
<b>Fri</b> 9/15	<ol style="list-style-type: none"> <li>1. Start-Up</li> <li>2. Class Lesson – Force and Motion</li> <li>3. Class Assignment: - - complete vocabulary and questions related to the topics discussed</li> <li>4. Homework: No homework</li> </ol>

Subject	Teacher	Grade	From:	To:
Art	Seconi	8	9-13	9-15
Monday				
Tuesday				
Wednesday				
Thursday	Finish elements of Art pamphlet project Review in class for art rules quiz, take quiz			
Friday				

Mrs. Karen Cue, 8th Lesson Plans - Week of 9/11/17 – Tutoring Thursday & Friday 3:15 pm – 4:30 pm

Date	Lesson Plan	Homework
<b>Mon. 9/11 - A</b>		
<b>Tues. 9/12 - B</b>	Morning warm-up  Math Enrichment	Problem solving pg. 39-41
<b>Wed. 9/13 - A Day</b>	Morning warm-up  8.NS.1c Model the hierarchy of the real number system, including natural, whole, integers, rational and irrational numbers  EQ: To which subset(s) of the real number system does the number $-0.75$ belong? Why?  Complete stations and quiz for hierarchy of the real number	Vocabulary review sheet
<b>Thurs. 9/14 - B</b>	Morning warm-up  Math enrichment	
<b>Friday -9/15 - A</b>	Morning warm-up  Square and Cube Roots Chapter 1 Lesson 8 Roots, pg. 71-78  8.EE find square roots and cube roots  Key word: perfect squares, square roots, radical sign, cube root, perfect cube  Why would I need to use cube roots and square roots?  Exit slip  <a href="https://ispeakmath.org/2012/05/03/square-roots-with-cheez-its-and-a-graphic-organizer/">https://ispeakmath.org/2012/05/03/square-roots-with-cheez-its-and-a-graphic-organizer/</a> (use cheez-Its)	