

LKCS September 5-8, 2017

3rd Grade (A-Day)

Ms. Jimenez

Tuesday 9/5/17	ELA: "Too Much Chocolate" Daily 5: Word work Work on writing Read to self Listen to reading Read to someone Word Study: RE (prefix) Homework: Spelling Menu (3 items)	Math: Addition drill Place Value Practice Chapter 1 Lesson 4 Homework: PG33-34	Social Studies: 6 Landform Regions of SC Homework: Take home quiz.
Thursday 9/7/17	ELA: "Too Much Chocolate" Daily 5: Word work Work on writing Read to self Listen to reading Read to someone Spelling Test	Math: Addition Drill Rounding Practice Chapter 1 Lesson 5 Homework: 39-40	Science: Earth's Materials: Types of Rocks Types of Rocks Video Foldable

3rd Grade Spelling Words: high, every, near, west, dress

Please have students bring their Math book every day. Students will need their science book on Thursday.

Tutoring will be held Tuesday and Thursday from 3:15-4:15. Classwork and homework may change due to student needs. Please check your child's agenda daily for updates.

Ms. Simpson – Dance - Week 9/5-9/8

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

Subject	Teacher	Grade	From:	To:
Art	Seconi	3	8/28/17	9/1/17
Monday				
Tuesday				
Wednesday	Introduce Color Unit			
Thursday				
Friday	Color wheels, color mixing			

LKCS September 5-8, 2017

4th Grade (B-Day)

Ms. Jimenez

Wednesday 9/6/17	ELA: "The Problem with Ponies" Daily 5: Word work Work on writing Read to self Listen to reading Read to someone Word Study: DE (prefix) Homework: Spelling Menu (3 items)	Math: Addition Drill Place Value Review Chapter 1 Lesson 5 Homework: PG 41-42	Science: Weather: Atmospheric gases foldable	Social Studies: Map location of each region. Causes for exploring new world. Homework: Study region location.
Friday 9/8/17	ELA: "The Problem with Ponies" Daily 5: Word work Work on writing Read to self Listen to reading Read to someone Spelling Test	Math: Addition Drill Place Value Review Chapter 1 Lesson 6	Science: Weather: Atmospheric gases foldable	Social Studies: Map location quiz. Native American tribes. Water compasses.

4th Grade Spelling Words: rolled, fingers, except, speed, couldn't

Please have students bring their math, science and social studies text books every day this week.

Tutoring will be held Tuesday and Thursday from 3:15-4:15pm. Classwork and homework may change due to student needs. Please check your child's agenda daily for updates.

Ms. Simpson – Dance - Week 9/5-9/8

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

Subject	Teacher	Grade	From:	To:
Art	Seconi	4	8/28/17	9/1/17
Monday				
Tuesday	Introduce Color Unit			
Wednesday				
Thursday	Color wheels, color mixing			
Friday				

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 log – due Tuesday 9/12. Return parent contact information sheet if you have not done so. Vocabulary quiz Friday. Test 9/12 over Fitness components and vocabulary.

Monday, Sept. 4, 2017	Labor Day – No School	
Wednesday, Sept. 6, 2017	Vocabulary	FitnessGram
Friday, Sept. 8, 2017	Vocabulary Quiz	FitnessGram

LKCS U.S. History

5th Grade

Teacher: Ms. Lloyd

September 5-7, 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>
Tuesday, September 5	<ol style="list-style-type: none"> 1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. Quiz on Reconstruction and 5-1.3 <p>Homework: Study for Reconstruction test (Unit 1) that will be Monday, September 11. Review notes, classwork and textbook.</p>
Thursday, September 7	<ol style="list-style-type: none"> 1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. 5-1.4 3. Notebook Check <p>Homework: Study for Reconstruction test (Unit 1) that will be Monday, September 11. Review notes, classwork and textbook.</p>

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

Ms. Simpson – Dance - Week 9/5-9/8

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

Subject ELA	Teacher LaPrise	Grade 5	From: 9/5	To: 9/7
Monday	n/a			
Tuesday	<p>Standard: 8.1: plot development (rising/falling action, climax) Homework: Review the story from your textbook that we read and discussed in class. Write a paragraph explaining how ONE part of the plot (exposition, rising action, climax, resolution, falling action) adds to the way the story engages the reader. In other words, what effect does that part have on the reader and why? <i>Be sure to quote something from the text to support your response!</i></p>			
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. Re-write any part of the story from your text this week. Change the setting, a character’s personality or response, or something else. Your new story section should have differences that reflect the changes you created. You are <i>not</i> re-writing the entire story <i>OR</i> re-telling it. You are to choose your favorite part and change what happens in that particular part of the story, based on the setting, character, or personality you changed from the original. There are no wrong responses! This is a thinking and creative writing task. :)</p>			
Friday	n/a			

LKCS 5th Grade Science/Prewrite Report

Teacher: L.Cooper

Week beginning: 9/4

Course: Science 5th Grade (A – Day)

Standards taught this week:

<p>Science:</p> <p>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:</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 9/4	No School
Tues 9/5	<ol style="list-style-type: none">1. Start-Up2. Class Lesson: Scientific Method3. Class Assignment: - Steps of the Scientific Method4. Homework: study notes for quiz (Scientific Method)
Wed 9/6	
Thurs 9/7	<ol style="list-style-type: none">1. Start-Up2. Class Lesson: Body Transport Systems3. Class Assignment– Complete questions related to topics discussed4. Homework – No homework
Fri 9/8	

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

<p>B 4</p>	<p>Labor Day</p>	
<p>A 5</p>	<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>Math Stations: Grade for stations</p> <p>Key words: base ten, place value, value, whole numbers, expanded form standard form</p> <p>Math Stations</p> <p>EQ: How do you describe the relationship between two place value positions?</p>	<p>Pg. Lesson 1 – Homework practice</p>
<p>B 6</p>	<p>Math Enrichment</p>	
<p>A 7</p>	<p>WU: Math Warm-Vocabulary Quiz/Test on lesson 1</p> <p>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>
<p>B 8</p>	<p>Math Enrichment</p>	

Date	Lesson Plan	Homework
Monday 9/4/17	Labor Day	
Tuesday 9/5/17 A	Warm-up Chapter 4 Lesson 6, pg. 305 Math Stations Please complete station on paper to be turned in as a grade.	Pg. 311
Wednesday 9/6/17 B	Morning warm-up Math Enrichment	
Thursday 9/7/17 A	Morning warm-up –Chapter 4 Lesson 6 Quiz 6.NS.1 Divide Fractions, Chapter 4 Lesson 7 pg. 313 Inquiry Lab, pg. 313-314 EQ: What are the steps to divide fractions? Model and teach; student will work with partners to complete guided practice; pg. 320 Exit slip	Pg. 321-322
Friday 9/8/17 B Day	Morning warm-up Math Enrichment	Vocabulary test

6th Grade PE

Week of : Sept. 4, 2017

Teacher: Mrs. Sellner

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 – Complete activity log – due Tuesday 9/12. Return parent contact information sheet if you have not done so. Vocabulary quiz Friday. Test 9/12 over Fitness components and vocabulary.

Monday, Sept. 4, 2017	Labor Day – No School	
Wednesday, Sept. 6, 2017	Vocabulary	FitnessGram
Friday, Sept. 8, 2017	Quiz	FitnessGram

Ms. Simpson – Dance - Week 9/5-9/8

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

Subject ELA	Teacher LaPrise	Grade 6	From: 9/5	To: 9/7
Monday	n/a			
Tuesday	<p>Standard: 8.1: plot development (rising/falling action, climax) Homework: Review the story from your textbook that we read and discussed in class. Write a paragraph explaining how ONE part of the plot (exposition, rising action, climax, resolution, falling action) adds to the way the story engages the reader. In other words, what effect does that part have on the reader and why? <i>Be sure to quote something from the text to support your response!</i></p>			
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. Re-write any part of the story from your text this week. Change the setting, a character’s personality or response, or something else. Your new story section should have differences that reflect the changes you created. You are <i>not</i> re-writing the entire story OR re-telling it. You are to choose your favorite part and change what happens in that particular part of the story, based on the setting, character, or personality you changed from the original. There are no wrong responses! This is a thinking and creative writing task. :)</p>			
Friday	n/a			

<p>Unit 1</p>	<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>
<p>Unit 2</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>
<p>Tuesday, September 5</p>	<ol style="list-style-type: none"> 1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. Quiz on Hunter-Gatherers (6-1.1 and 6-1.2) 3. 6-1.3 and 6-1.4 <p>Homework: Study for Unit 1 test (6-1.1 to 6-1.4) that will be Monday, September 11. Review notes, classwork and textbook.</p>
<p>Thursday, September 7</p>	<ol style="list-style-type: none"> 1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. 6-1.3 and 6-1.4 3. Notebook Check <p>Homework: Study for Unit 1 test (6-1.1 to 6-1.4) that will be Monday, September 11. Review notes, classwork and textbook.</p>

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

LKCS 6th Grade Science/Preweekly Report

Week beginning: 9/4

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.

<p>Mon 9/4</p>	
<p>Tues 9/5</p>	<ol style="list-style-type: none"> 1. Start-Up 2. Class Lesson: Scientific Method 3. Class Assignment: - Steps of the Scientific Method 4. Homework: Study notes for the scientific method quiz
<p>Wed 9/6</p>	
<p>Thurs 9/7</p>	<ol style="list-style-type: none"> 1. Start-Up 2. Class Lesson: Health, Wellness and Diseases 3. Class Assignment—complete questions related topics 4. Homework – No homework
<p>Fri 9/8</p>	

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

LKCS World History 7th Grade

Teacher: Ms. Lloyd September 5-7, 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, September 5	<ol style="list-style-type: none"> 1. Review LKCS Teach To’s Classroom Expectations and Procedures. 2. Quiz on The Age of Exploration: The Big Five, scientific and technological developments, motivations of exploration and explorers. 3. 7-1.2 <p>Homework: Study for test that will be Friday, September 21. Review notes, classwork and textbook.</p>
Thursday, September 7	<ol style="list-style-type: none"> 1. Review LKCS Teach To’s Classroom Expectations and Procedures. 2. 7-1.3 3. Notebook Check <p>Homework: Study for test that will be Friday, September 21. Review notes, classwork and textbook.</p>

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

Date	Lesson Plan	Homework
Monday B Day 9/4/17	Labor Day	
Tuesday A 9/5/17	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. 207-208
Wednesday B Day 9/6/17	Morning warm-up Math Enrichment	209-210
Thursday B Day 9/7/17	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.216-217 Got It!
Friday 9/1/17 A Day	Morning warm-up Math Enrichment	

Subject ELA	Teacher LaPrise	Grade 7	From: 9/5	To: 9/7
Monday	n/a			
Tuesday	Standard: 8.1: plot development (rising/falling action, climax) Homework: Review the story from your textbook that we read and discussed in class. Write a paragraph explaining how ONE part of the plot (exposition, rising action, climax, resolution, falling action) adds to the way the story engages the reader. In other words, what effect does that part have on the reader and why? <i>Be sure to quote something from the text to support your response!</i>			
Wednesday	n/a			
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. Re-write any part of the story from your text this week. Change the setting, a character's personality or response, or something else. Your new story section should have differences that reflect the changes you created. You are <i>not</i> re-writing the entire story OR re-telling it. You are to choose your favorite part and change what happens in that particular part of the story, based on the setting, character, or personality you changed from the original. There are no wrong responses! This is a thinking and creative writing task. :)			
Friday	n/a			

LKCS 7th Grade Science/Prewrite Report

Teacher: L.Cooper

Week beginning: 9/4

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 9/4	
Tues 9/5	<ol style="list-style-type: none"> 1. Start-Up 2. Review - (Scientific Method) 3. Class Assignment: - Scientific Method ppt questions 4. Homework: study notes for quiz (Scientific Method)
Wed 9/6	
Thurs 9/7	<ol style="list-style-type: none"> 1. Start-Up 2. Class Lesson – Scientific Method ppt questions 3. Class Assignment: - Scientific Method Penny Lab 4. Homework: No homework
Fri 9/8	

7th Grade PE

Week of : Sept. 4, 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 log – due Tuesday 9/12. Return parent contact information sheet if you have not done so. Vocabulary quiz Friday. Test 9/12 over Fitness components and vocabulary.

Monday, Sept. 4, 2017	Labor Day – No School	
Wednesday, Sept. 6, 2017	Vocabulary	FitnessGram
Friday, Sept. 8, 2017	Quiz	FitnessGram

Subject ELA	Teacher LaPrise	Grade 8	From: 9/5	To: 9/7
Monday	n/a			
Tuesday	Standard: 8.1: plot development (rising/falling action, climax) Homework: Review the story from your textbook that we read and discussed in class. Write a paragraph explaining how ONE part of the plot (exposition, rising action, climax, resolution, falling action) adds to the way the story engages the reader. In other words, what effect does that part have on the reader and why? <i>Be sure to quote something from the text to support your response!</i>			
Wednesday	n/a			
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. Re-write any part of the story from your text this week. Change the setting, a character's personality or response, or something else. Your new story section should have differences that reflect the changes you created. You are <i>not</i> re-writing the entire story OR re-telling it. You are to choose your favorite part and change what happens in that particular part of the story, based on the setting, character, or personality you changed from the original. There are no wrong responses! This is a thinking and creative writing task. :)			
Friday	n/a			

LKCS 8th Grade Science/Prewrite Report

Teacher: L.Cooper

Week beginning: 9/4

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 9/4	
Tues 9/5	1. Start-Up 2. Review - Scientific Method 3. Class Assignment: - complete scientific method ppt questions 4. Homework: study scientific method notes for quiz
Wed 9/6	
Thurs 9/7	1. Start-Up 2. Class Lesson – Scientific Method ppt questions 3. Class Assignment: - Scientific Method penny lab 4. Homework: No homework
Fri 9/8	

<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>Unit 2</p>	<p>1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. 8-1.2 and 8-1.3</p> <p>Homework: Label map showing areas of exploration by Spanish, French and English. Study for test that will be on Friday, September 15. 8-1.1 to 8-1.3 will be on the test. Review notes, classwork and textbook.</p>
<p>Tuesday, September 5</p>	<p>1. Review LKCS Teach To's Classroom Expectations and Procedures. 2. Quiz on 8-1.2 and 8-1.3 3. Notebook Check</p> <p>Homework: Study for test that will be on Friday, September 15. The test will cover 8-1.1 to 8-1.3. Review notes, classwork and textbook.</p>
<p>Thursday, September 7</p>	

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

Subject	Teacher	Grade	From:	To:
Art	Seconi	8	8/28/17	9/1/17
Monday				
Tuesday				
Wednesday	Review and take quiz on art room rules. Cut out hands Elements of Art			
Thursday				
Friday	Begin Color Unit Color Mixing			

Ms. Simpson – Dance - Week 9/5-9/8

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

8th Grade PE

Week of : Sept. 4, 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 log – due Tuesday 9/12. Return parent contact information sheet if you have not done so. Vocabulary quiz Friday. Test 9/12 over Fitness components and vocabulary.

Monday, Sept. 4, 2017	Labor Day – No School	
Wednesday, Sept. 6, 2017	Vocabulary	FitnessGram
Friday, Sept. 8, 2017	Quiz	FitnessGram

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

Date	Lesson Plan	Homework
Monday 9/4/17 B	Labor Day	
Tuesday A 9/5/17	<p>Morning warm-up</p> <p>8.NS.1c Model the hierarchy of the real number system, including natural, whole, integers, rational and irrational numbers</p> <p>EQ: To which subset(s) of the real number system does the number -0.75 belong? Why?</p> <p>Complete interactive notebook pages</p> <p>Key word: real number system</p> <p>https://alex.state.al.us/lesson_view.php?id=11762 http://printableworksheets.in/?dq=Real%20Number%20System</p>	Handout Real Number System
Wednesday B Day 9/6/17	<p>Morning warm-up</p> <p>Real Number system quiz</p> <p>Math Enrichment</p>	Handout
Thursday A Day 9/7/17	<p>Morning warm-up</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>https://ispeakmath.org/2012/05/03/square-roots-with-cheez-its-and-a-graphic-organizer/ (use cheez-its)</p>	Pg. 75-76 even
Friday 9/8/17 A Day	<p>Morning warm-up</p> <p>Math Enrichment</p>	