

MRS. DARIN'S FOURTH QUARTER OUTLINE 2015-2016 SCHOOL YEAR



7th Grade Wordskills

Seventh grade students will be using the Wordskills text (Green Level), and units 9-16 will be covered in the fourth quarter. Two assessments will be given each week: a traditional spelling test as well as a test that focuses on the meaning of the target words.

●Unit 9

Skills Covered in Unit 9:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Understanding multiple meanings of target words
- Completing analogies using the target words
- Using target words correctly in sentences
- Using the Latin roots *pon* and *pos*
- Spelling age-appropriate words correctly

●Unit 10

Skills Covered in Unit 10:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Identifying antonyms
- Using target words correctly in sentences
- Using the Latin root *fer*
- Spelling age-appropriate words correctly

●Unit 11

Skills Covered in Unit 11:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Understanding multiple meanings of target words
- Using target words correctly in sentences
- Identifying synonyms
- Distinguishing between homonyms
- Using the Latin root *spir*
- Spelling age-appropriate words correctly

●Unit 12

Skills Covered in Unit 12:

- Inferring meaning from context
- Using review words in context
- Identifying synonyms and antonyms
- Completing analogies using the target words

- Identifying idioms
- Spelling age-appropriate words correctly

●Unit 13

Skills Covered in Unit 13:

- Inferring meaning from context
- Using review words in context
- Identifying synonyms
- Using the Latin root *vert*
- Spelling age-appropriate words correctly

●Unit 14

Skills Covered in Unit 14:

- Inferring meaning from context
- Using review words in context
- Understanding multiple meanings of target words
- Completing analogies using the target words
- Matching target words to their definitions
- Using the prefixes *in-* and *im-*
- Spelling age-appropriate words correctly

●Unit 15

Skills Covered in Unit 15:

- Inferring meaning from context
- Using review words in context
- Understanding multiple meanings of target words
- Completing analogies using the target words
- Using target words correctly in sentences
- Changing target words into a different part of speech
- Spelling age-appropriate words correctly

●Unit 16

Skills Covered in Unit 16:

- Inferring meaning from context
- Using review words in context
- Identifying synonyms
- Identifying antonyms
- Completing analogies using the target words
- Using the words parts *ex-*, *in-*, *re-*, *mot-*, *mow-* and *vert-*.
- Spelling age-appropriate words correctly

7th Grade Religion

Seventh graders will be using the textbook The Catholic Connections Handbook for Middle Schoolers (Second Edition). During the fourth quarter, 7th graders will cover Chapters 29-32.

●Chapter 28: Sacraments: Celebrating Christ's Presence

Learning Outcomes:

- The Sacraments of Initiation are Baptism, Confirmation, and the Eucharist. The Sacraments of Healing are Anointing of the Sick and Penance and Reconciliation. The Sacraments at the Service of Communion are Matrimony and Holy Orders.

- Sacraments are encounters with Christ, who is the original sacrament. As we celebrate the Sacraments, we experience God with us and become a sign of Christ for the world.
- The Sacraments are sacred mysteries, instituted by Christ and entrusted to his Church to give grace.
- Grace comes from but is not limited to the Sacraments. Sacramentals, or sacred signs, also help prepare us to receive grace and come to know God in our lives.

Key Words Studied in Chapter 28:

-grace: The gift of God's loving presence in our lives that enables us to share in God's own divine life and love.

-sacramentals: Sacred signs (such as the Sign of the Cross and holy water) instituted by the Church. They do not confer grace as Sacraments do, but they make us ready to cooperate with the grace with receive in a sacrament.

●Chapter 29: The Eucharist: The Heart of All Liturgy

Learning Outcomes:

- The Eucharist is a celebration in which we remember (anamnesis) what Christ has done as well as his saving actions.
- Communion transform us into the Mystical Body of Christ through the proclamation of Scripture and our response of thanksgiving.
- Even though the priest or bishop acts in the person of Christ during the Eucharist, each person is called to actively participate by joining with Christ.
- Full, conscious, and active participation in the Eucharist is the right and duty of the faithful by virtue of their Baptism.

Key Words Studied in Chapter 29:

-Eucharist: mass or the Lord's Supper. *Eucharist* is based on a Greek term for thanksgiving."

-anamnesis: a special kind of remembering. When we recall a past event, it happens again in the present. In the Eucharist we recall what Jesus did in his life, death, and Resurrection, and we celebrate that his saving action is present today.

-Communion: the sharing of Christ's Body and Blood in the liturgy.

-presider: the priest or bishop who leads liturgical activity, such as Mass. Only ordained priests and bishops can preside at Mass.

●Chapter 30: The Eucharist: The Liturgy of the Word

Learning Outcomes:

- The Liturgy of the Word proclaims the important events from salvation history and consists of biblical reading, a homily, the Creed, and the Prayer of the Faithful.
- Jesus is the *Logos*, God's Word Made Flesh.
- The Liturgy of the Word on Sundays includes readings from the Old Testament, a Psalm, a reading from a New Testament letter, and a reading from the Gospel. The readings are followed by the homily, the Creed, and the Prayer of the Faithful.
- The Liturgy of the Word is ultimately about hearing the Word of God, applying it to our lives through the homily, and then responding with the Creed and by offering prayers for others.

Key Words Studied in Chapter 30:

-Liturgy of the Word: the first major part of the Mass. It includes Scripture readings from the Old and New Testaments, including a Gospel reading; a Responsorial Psalm; a homily; the Creed; and the Prayer of the Faithful.

-Logos: A Greek word that is translated as “word.” It means “thought,” “logic,” or “meaning.” Jesus is the *Logos* because when we see Jesus and listen to him, we can begin to see the mind of God and understand God’s logic.

-Lectionary: the book that contains the readings that have been selected for proclamation during the Church’s liturgies throughout the year. All readings are from the Bible.

-ambo: the reading stand where Scripture is proclaimed during the liturgy.

●Chapter 31: The Eucharist: The Liturgy of the Eucharist

Learning Outcomes:

- The Liturgy of the Eucharist includes the great prayer of thanksgiving. It allows us to thank God for providing for our needs.
- The Eucharistic Prayer begins by focusing our attention on thanking God for all creation, especially for the gift of God’s Son, Jesus.
- Not only are the gifts of bread and wine changed into the Body and Blood of Christ, but those who receive them become the Body of Christ.
- The Eucharistic Prayer culminates by asking God to accept our sacrifice of praise, voicing our desire that God unite the Church’s members with one another and with Christ.

Key Words Studied in Chapter 31:

-Liturgy of the Eucharist: one of two major parts of Mass. It includes the Presentation and Preparation of the Gifts, the Eucharistic Prayer, and the Communion Rite.

-Eucharistic Prayer: the Church’s great prayer of thanksgiving to the Father. It includes the consecration of the bread and wine.

-epiclesis: a Greek word that means “invocation” or “calling upon.” The epiclesis during the liturgy occurs when the priest calls upon the Holy Spirit.

-Transubstantiation: the change that takes place when the bread and wine become the Body and Blood of Jesus Christ during Mass.

●Virtues Project:

Virtues Covered:

- fortitude: the moral virtue that ensures firmness in difficulties and constancy in the pursuit of the good. The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions
- prudence: “disposes practical reason to discern our true good in every circumstance and to choose the right means of achieving it;” prudence is “right reason in action”

7th Grade World Cultures

Seventh grade students will be using the text World Cultures and Geography: Eastern Hemisphere this year. During the fourth quarter, the following units will be covered:

●Chapter 13: West Africa

Students will:

- Explain the rise of the three West African trading empires.
- List the characteristics of camels that make them suitable for desert travel
- Explain the purpose of the Trans-Saharan trade route

- Describe the goods that were brought across the trade route
- Describe European imperialism in Africa and its impact
- Discuss the impact of the Atlantic slave trade in Africa
- Summarize how African colonies gained independence.
- Describe Nigeria's culture, government, and economics, and the challenges it faces.
- Describe Ghana's government, culture, and economics and the challenges it faces.
- Compare and contrast desert life with coastal life in West Africa.
- Describe Mali's history since independence, economy, and culture.
- Describe Cote d'Ivoire's history since independence, economy, and culture.

●Chapter 14: East, Central, and Southern Africa

Students will:

- Summarize the important events in Ethiopia's history of independence.
- Identify the challenges of Ethiopia's government and economy.
- Describe the culture of contemporary Ethiopia.
- Describe how Kenya was controlled by foreign powers and how it eventually achieved independence.
- Summarize key aspects of Kenyan society today, Kenya's government, and their economy.
- Summarize the history of the Congo region and the establishment of the Democratic Republic of the Congo.
- Describe the culture and life of Congo and identify its chief economic resources
- Explain how Boer and British settlers affected the lives of black South Africans.
- Describe contemporary South African society.
- Evaluate the effectiveness of South African's government and economy today.
- Describe Zimbabwe's history, culture, government, and economy.
- Describe Botswana's history, culture, government, and economy.
- Describe Angola's history, culture, government, and economy.

●Chapter 15: Southwest Asia and South Asia: Physical Geography and History

Students will:

- Describe the physical features of Southwest Asia
- Compare ancient and modern techniques of providing water to the people of the region
- Identify reasons why Southwest Asia is prone to earthquakes
- Identify the physical features of the Indian subcontinent
- Describe the extreme weather and natural disasters that are common in South Asia
- Identify why monsoons are a necessary, but sometimes destructive, part of life in South Asia
- Describe how civilization arose in Mesopotamia and the Fertile Crescent
- Compare the accomplishments of the rulers of Sargon and Hammurabi

7th Grade Literature

Seventh grade students will be using the text Elements of Literature this year. As a year-long focus, students will be studying story elements and how they apply to the stories being read. The following units/stories will be covered in the fourth quarter:

●***Mother and Daughter* by Gary Soto (short story);** (Literary topics covered: *character traits, inferences*)

Students will:

- Identify main characters in the story (protagonists, antagonists)
- List identifying character traits of main characters and give evidence from the story to support them
- Make inferences about different characters based on their thoughts, actions, etc.
- Makes inferences about the story's outcome based on the actions of the characters
- Identify major events from the story's plot

- Identify specific story elements within the story (theme, conflicts, etc.)
- Determine the meaning of unknown/vocabulary words from the text
- Use vocabulary words within relevant contexts in reading, writing, and speaking

● **After Twenty Years by O. Henry;** (Literary topics covered: *point of view, omniscient P.O.V., foreshadowing*)

Students will:

- Define point of view
- Distinguish between first person, third person limited, and third person omniscient P.O.V.
- Define foreshadowing
- Identify different ways that authors may use/present foreshadowing in literature
- Compare and contrast the two main characters in the story
- Makes inferences about the story's outcome based on the actions of the characters
- Identify major events from the story's plot
- Identify specific story elements within the story (theme, conflicts, etc.)
- Determine the meaning of unknown/vocabulary words from the text
- Use vocabulary words within relevant contexts in reading, writing, and speaking

● **The Origin of the Seasons retold by: Olivia Coolidge;** (Literary topics covered: *origin myths, cause and effect*)

Students will:

- Define origin myths and their purpose
- Discuss causes and effects
- Discuss how causes lead to effects and effects lead to causes
- Identify the main characters in the story (Greek gods and goddesses)
- Identify the powers/jurisdictions of the characters/gods
- Identify major events from the story's plot
- Identify specific story elements within the story (theme, conflicts, etc.)
- Determine the meaning of unknown/vocabulary words from the text
- Use vocabulary words within relevant contexts in reading, writing, and speaking

● **The Flight of Icarus retold by Sally Benson;** (Literary topics covered: *morals, generalizations*)

Students will:

- Define morals
- Define generalizations
- Distinguish between valid and faulty generalizations
- Identify major events from the story's plot
- Identify specific story elements within the story (theme, conflicts, etc.)

● **King Midas and the Golden Touch retold by Pamela Oldfield** (Literary topics covered: *irony*)

Students will:

- Define irony
- Distinguish between dramatic, verbal, and situational irony
- Identify major events from the story's plot
- Identify specific story elements within the story (theme, conflicts, etc.)

● **Oni and the Great Bird by Abayomi Fuja;** (Literary topics covered: *motifs, summarizing*)

Students will:

- Define motifs
- Identify common motifs in literature
- List identifying character traits of main characters and give evidence from the story to support them

- Identify major events from the story's plot
- Identify specific story elements within the story (theme, conflicts, etc.)
- Determine the meaning of unknown/vocabulary words from the text
- Use vocabulary words within relevant contexts in reading, writing, and speaking

7th Grade English

Seventh grade students will be using the text *Writer's Choice: Grammar and Composition*. The following units of study will be covered during the fourth quarter:

●Unit 5: Expository Writing (European Country Report)

Students will:

- Research a topic using books, the internet, etc.
- Take careful notes and keep track of information
- Organize information and ideas for informative writing
- Focus and organize information by creating an outline.
- Present research effectively and formally
- Supplement information with graphics, tables, charts, etc.
- Revise a written report for clarity, accuracy and effectiveness
- Provide a concluding statement or section
- Publish a completed expository essay
 - Essay has been formatted correctly (spacing, indenting, paper heading, etc.)
 - Correct grammar, usage, and punctuation has been used
 - Organization of writing is logical and obvious
 - Student's own voice is evident in the essay

●Unit 13: Preposition, Conjunctions, & Interjections

Students will:

- Identify prepositions
- Identify prepositional phrases
- Identify objects of prepositions
- Identify the correct object pronoun to use after a preposition
- Identify prepositional phrases that function as adjectives or adverbs
- Distinguish between prepositional phrases that function as adjectives or adverbs
- Identify the function of conjunctions
- Distinguish between coordinating and correlative conjunctions
- Identify interjections
- Punctuate interjections correctly

●Unit 14: Clauses and Complex Sentences

Students will:

- Develop an understanding of simple, compound, and complex sentences
- Be able to write and punctuate properly simple, compound, and complex sentences
- Recognize and use main clauses appropriately in simple, compound, and complex sentences
- Identify subordinate clauses in complex sentences
- Identify and use adjective clauses, noun clauses, and adverb clauses in writing

●Unit 6: Persuasive Writing (Business Letters)

Students will:

- Use graphic organizers to help organize ideas
- Utilize a pro/con list to acknowledge both sides of a claim/argument

- Choose one side of claim/argument to support
- Organize persuasive information in the most effective order
- Identify the purpose and audience of business letters
- Identify the style and format of business letters
- Express an opinion/argument in the form of a business letter
- Publish a completed persuasive business letter
 - Essay has been formatted correctly (spacing, indenting, paper heading, etc.)
 - Correct grammar, usage, and punctuation has been used
 - Organization of writing is logical and obvious
 - Student's own voice is evident in the essay

6th Grade English

Sixth grade students will be using the text Writer's Choice: Grammar and Composition. The following units of study will be covered in the fourth quarter:

●Unit 6 Persuasive Writing

Students will:

- Gain an understand of position statements and supporting evidence
- Write a position statement with two support statements
- Understand the importance of adapting persuasive writing to a target audience
- Present a position in an appealing way
- Learn how to differentiate between facts and opinion as supporting evidence
- Use facts and opinions to support a position
- Choose a controversial topic and write a persuasive piece.

●Unit 14: Prepositions, Conjunctions, and Interjections

Students will:

- Identify prepositions
- Identify prepositional phrases
- Identify objects of prepositions
- Identify the object of a preposition when the object is a pronoun
- Identify prepositional phrases used as adjectives and adverbs
- Distinguish between prepositional phrases used as adjectives and adverbs
- Identify words used as both prepositions and adverbs
- Identify the function of coordinating conjunctions
- Identify the function of correlative conjunctions
- Recognize interjections as a means of expressing strong feeling
- Understand that an interjection may stand alone or be part of a longer sentence
- Punctuate interjections correctly

8th Grade English

Eighth grade students will be using the text Writer's Choice: Grammar and Composition. The following unites of study will be covered during the fourth quarter:

●Unit 5: Expository Writing (Research Reports)

Students will:

- Discuss the topic of plagiarism and how to avoid doing it
- Summarize expository information into own words
- Discuss parenthetical citations and their purpose

- Construct parenthetical citations using MLA format
- Research a topic using books, the internet, etc.
- Take careful notes and keep track of information (using text and digital sources)
- Organize information and ideas for informative writing
- Focus and organize information by creating an outline.
- Present research effectively and formally
- Supplement information with graphics, tables, charts, etc.
- Revise a written report for clarity, accuracy and effectiveness
- Provide a concluding statement or section
- Compile a Works Cited page to list sources used in the report
- Publish a completed expository essay
 - Essay has been formatted correctly (spacing, indenting, paper heading, etc.)
 - Correct grammar, usage, and punctuation has been used
 - Organization of writing is logical and obvious
 - Student's own voice is evident in the essay

●Unit 20: Punctuation

Students will:

- Correctly use periods, exclamation points, and question marks to end sentences
- Distinguish between declarative, exclamatory, imperative, and interrogative sentences
- Identify the appropriate use of commas
(items in a series, coordinate adjectives, compound sentences, introductory adverb clauses, etc.)
- Identify the appropriate use of semicolons
- Identify the appropriate use of colons
- Gain an understanding of hyphens, dashes, and parentheses and use them correctly in writing
- Learn about abbreviations, numerals, and spelled out numbers and use them correctly in writing
- Learn about the correct usage of an ellipsis and use it correctly in writing

●Quotation Festival (Progressive Writing Assignment)

Students will:

- Research/compile several quotes from different categories that are meaningful to you
(i.e. friendship, by a saint, etc.)
- Using a different quote each month, students will compose a 250-350 word reflective essay
- Explain the quote in your own words
- Relate the quote to your own life (how you have followed, not followed, etc.)
- Students will correctly utilize/incorporate at least three of the following conventions within each essay:
semi colon, colon, simile, items in a series.
- Publish a completed essay
 - Essay has been formatted correctly (spacing, indenting, paper heading, etc.)
 - Correct grammar, usage, and punctuation has been used
 - Organization of writing is logical and obvious
 - Student's own voice is evident in the essay