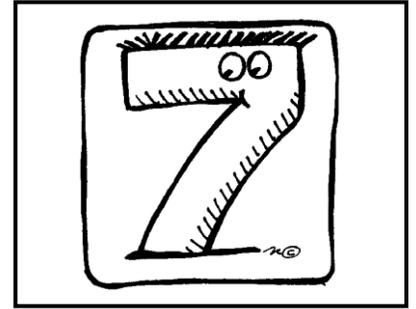


Mrs. Darin's
Second Quarter Report
2015-2016 School Year



7th Grade Religion

Seventh graders will be using the textbook The Catholic Connections Handbook for Middle Schoolers (Second Edition). During the second quarter, 7th graders will cover Chapters 22-24.

●Virtues Project:

Virtues Covered:

- Faith: the theological virtue by which we believe in God and believe all that he has said and revealed to us, and that Holy Church proposes for our belief, because he is truth itself. For this reason the believer seeks to know and do God's will.
- Hope: the theological virtue by which we desire the Kingdom of Heaven and eternal life as our happiness, placing our trust in Christ's promises and relying not on our own strength, but on the help of the grace of the Holy Spirit.

●Chapter 22: The Mission of the Church

Learning Outcomes:

- The Church is a unique assembly of people who come together in response to God's call.
- The Church can be identified as the People of God, the Body of Christ, and the Temple of the Holy Spirit.
- The Church is One, Holy, Catholic, and Apostolic.
- The Church is both human and divine.

Key Words Studied in Chapter 22:

- People of God: An image of the Church from the Bible.
- Marks of the Church: the four essential features or characteristics of the Church: One, Holy, Catholic, and Apostolic.
- Catholic: Catholic is one of the four marks of the Church. *Catholic* means "universal".
- Apostolic: Apostolic is one of the four marks of the Church. The Church is *Apostolic* because she was founded on Jesus' Twelve Apostles.

●Chapter 23: The Structure of the Church

Learning Outcomes:

- As disciples, we all share in the mission of Christ.
- Bishops are pastors and caretakers of the faithful, carrying out the mission of Christ and his Church in a particular geographical area.
- Those living as consecrated religious dedicate their lives to Jesus by taking vows of poverty, chastity, and obedience.
- The laity is called to share in Christ's ministry as priest, prophet, and king.

Key Words Studied in Chapter 23:

- pope: the name for the leader of the Church. *Pope* comes from a word meaning "father." The pope, also called the Holy Father, is the successor of Saint Peter, the first Pope and Bishop of Rome.
- bishop: one who has received the fullness of the Sacrament of Holy Orders. A bishop takes care of the Church in a particular geographic area called a diocese.

-ecumenism: the work of Catholics and other Christians aimed at restoring unity among Christians.

●Chapter 24: End of Things: Heaven and Hell

Learning Outcomes:

- The end of life is the beginning of eternal life with God. Even though our souls leave our bodies at death, the two will be reunited and transformed on the last day.
- Heaven and Hell are not places, but states of being with or without God for eternity.
- When we die, Christ will measure our lives in comparison to the Gospel message, which is called particular judgement. We will experience a second judgment at the end of time.
- Like Heaven and Hell, Purgatory is not a place, but a state of being when we are purified in preparation for Heaven.

Key Words Studied in Chapter 24:

- Heaven: The state of being in perfect friendship and unity with God for eternity.
- Hell: The state of being separated from God forever.
- particular judgment: The judgment by God each person will face at the time of death.
- Purgatory: a state of being in which we are not yet in Heaven, but instead are becoming more holy before entering into eternity with God.

7th Grade Wordskills

Seventh grade students will be using the Wordskills text (Red Level), and units 9-16 will be covered in the second 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
- Identifying synonyms of target words
- Identifying antonyms of target words
- Using target words correctly in sentences
- Using the Latin root *cred*
- Spelling age-appropriate words correctly

●Unit 10

Skills Covered in Unit 10:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Understanding the multiple meanings of target words
- Identifying antonyms of target works
- Using target words correctly in sentences
- Using the Latin roots *greg* and *duc*
- Spelling age-appropriate words correctly

●Unit 11

Skills Covered in Unit 11:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Identifying synonyms of target words

- Understanding related words
- Using the suffixes *-ion* and *-ment*
- Spelling age-appropriate words correctly

●Unit 12

Skills Covered in Unit 12:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Using review words in context
- Identifying multiple meanings of target words (homonyms)
- Identifying synonyms
- Identifying antonyms
- Completing analogies using the target words
- Using target words correctly in sentences
- Using the Latin roots *cred*, *greg*, *duc*
- Using the suffixes *-ion* and *-ment*
- Spelling age-appropriate words correctly

●Unit 13

Skills Covered in Unit 13:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Using target words correctly in sentences
- Identifying synonyms
- Changing target word suffixes to create new words/new parts of speech
- Using the Latin root *grad*
- Using the Greek root *geo*
- Spelling age-appropriate words correctly

●Unit 14

Skills Covered in Unit 14:

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

●Unit 15

Skills Covered in Unit 15:

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

●Unit 16

Skills Covered in Unit 16:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Using target words correctly in sentences

- Identifying antonyms
- Identifying synonyms
- Completing analogies using the list words
- Matching target words to their definitions
- Using the word parts *clamare*, *forma*, *geo*, and *gradus*
- Spelling age-appropriate words correctly

7th Grade World Cultures

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

●Chapter 6: Western Europe

Students will:

- Identify the geographic and cultural characteristics that define the sub regions of Western Europe.
- Summarize the similarities and differences among the countries of Western Europe.
- Compare and contrast the governments of ancient and modern Greece.
- Compare and contrast geographic and cultural characteristics of northern and southern Italy.
- Identify regional differences that affect Spain's culture.
- Explain how France has benefited from its geography.
- Describe the cultural characteristics that the Benelux countries share.
- Explain how Germany was divided after World War II, and then reunified.
- Identify the cultural characteristics the Alpine countries share with Germany.
- Explain why Norway and Sweden are so closely connected culturally.

●Chapter 8: Eastern Europe

Students will:

- Describe the history, culture, government, and economy of Poland and the Ukraine
- Compare and contrast the Baltic States.
- Summarize the main ideas about the history, culture, government, and economy of Hungary and the Czech Republic

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 second quarter:

●A *Christmas Carol* by Charles Dickens (novel): Comprehensive menu project from *A Christmas Carol*

Students will:

- Create a narrative character sketch of a particular character from the story (include notable character traits and evidence from the story to support)
- Research the many versions of the novel's front cover over the last 150+ years
- Create a replica of the front cover of your choosing
- Define unfamiliar words from the story (story vocabulary)
- Explain the vocabulary word in terms of its context in the story.
- Write a letter to a particular character naming the problems the two of you have had and how the problems were resolved (use specific evidence and details from the story)
- Using the form of a comic strip/story sequence, illustrate a particular sequence/event from the story in chronological order. Include relevant captions.

- Create a pictorial representation of the main character's regrets/misfortunes. (Include relevant descriptions and explanations using evidence from the story)

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 second quarter:

●Unit 4: Narrative Writing: How-To Process (Speech)

Students will:

- Compose a written how-to process together as a class (teacher-led modeling)
- Express relationships among events, using time order and transitions words.
- Identify and use prewriting techniques (brainstorming, graphic organizers)
- Complete an independent writing project
- List relevant and descriptive details that add clarity to a how-to process
- Illustrate a how-to process
- Discuss different techniques for public speaking (PVLEGS)
- Discuss different techniques for listening to others speak
- Give a how-to speech to peers (incorporating the PVLEGS techniques)

Narrative Writing: (Essay)

Students will:

- Identify and use prewriting techniques.
- Generate a story that incorporates characters, setting, and plot.
- Learn about ordering events in a narrative
- Identify transition words to help narrative flow.
- Plan and generate a draft of a story.
- Complete an independent writing project
- Publish a complete narrative essay

●Unit 11: Pronouns

Students will:

- Identify personal pronouns, understand their functions, and use them correctly in writing.
- Make pronouns agree in gender and number with their antecedents.
- Identify subject and object pronouns and use them correctly in compound subjects and objects.
- Learn the singular and plural forms of possessive pronouns and use them correctly.
- Identify indefinite pronouns
- Identify and differentiate between reflexive and intensive pronouns and use them correctly in writing.
- Identify interrogative pronouns.
- Differentiate between interrogative pronouns and contractions.
- Use interrogative pronouns correctly to form questions.

●Unit 3: Descriptive Writing (Begin Poetry Unit)

Students will:

- Study the characteristics and form of poetic devices such as rhyme scheme, couplets, similes, metaphors, and alliteration and recognize them in poems as well as literary pieces.
- Self-create rhyming couplets, similes, metaphors, and alliteration.
- Make careful observations in order to construct descriptions that show rather than tell.
- Use vivid sensory detail to describe people, places, and things.
- Use sensory details from experience and to synthesize them into vivid descriptions.
- Use sensory images to describe familiar experiences.

- Study the form and function of different types of poetry such as the following: acrostic poems, cinquains, color poems, haiku, tanka, and Japanese lanterns,
- Create an original example of each type of poem

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 second quarter:

●Unit 4: Narrative Writing (Finish Unit)

Students will:

- Learn about the qualities of a good narrative
- Create a narrative using real-life occurrences.
- Using transition words and phrases, select and sequence events in time order.
- Learn how to select details, describe feelings and events, and come to a conclusion when writing a narrative.
- Consider purpose and audience when composing a narrative.
- Use descriptive language to keep the reader's/audience's attention
- In concluding the narrative, reflect on the events listed in the story

●Unit 10: Verbs

Students will:

- Identify (and use in a sentence) action verbs and direct objects.
- Recognize both direct and indirect objects in sentences and use them appropriately in writing.
- Understand the simple past, present, and future tenses of verbs and use them appropriately in writing.
- Distinguish between main verbs and helping verbs.

●Unit 11: Pronouns

Students will:

- Identify and use personal pronouns.
- Recognize subject and object pronouns.
- Identify pronouns in nominative and objective cases.
- Demonstrate control over the accurate use of the subject pronoun in formal writing and speaking.
- Identify pronouns and their antecedents.
- Identify possessive pronouns.
- Use possessive pronouns correctly.
- Distinguish between the contraction for it is (it's) and the possessive pronoun its.
- Demonstrate control over number and gender when using pronouns.
- Identify indefinite pronouns

●Unit 3: Descriptive Writing

Students will:

- Use language that is clear and effective
- Identify information that will serve as a source of ideas for a description
- Use vivid modifiers in writing
- Sequence details for descriptive writing
- Respond to descriptive language used in literature
- Produce a piece of descriptive writing

8th Grade English

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

●Unit 12: Adverbs

Students will:

- Understand and analyze adverbs and their accompanying modifiers.
- Identify the comparative and superlative forms of adverbs and use them correctly in writing.
- Identify contracted forms of –not and use strategies for avoiding double negatives.

●High School Placement Test: Complete the English sections of the test-prep booklet.

●Unit 13: Prepositions, Conjunctions, and Interjections

Students will:

- Identify prepositions and prepositional phrases and their correct use.
- Use prepositions and prepositional phrases effectively in writing.
- Recognize the correct use of pronouns after prepositions.
- Use pronouns correctly as objects of prepositions in writing complete sentences.
- Identify prepositional phrases that are used as adjectives and adverbs.
- Use adjective phrases to describe nouns and pronouns in writing.
- Use adverb phrases to describe verbs, adjectives, and adverbs in writing.

●Personal Essay: St. Joseph School Student Creed

Students will:

- Identify the school's student creed
- Explain in their own words what each item in the creed means
- Explain how each item in the creed applies to them
- Complete an independent writing project
- Publish a written piece of 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.
- Format paper correctly: correct paper heading, spacing, font, indents, etc.