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Th i r d Qu a r t e r O u t l i n e
2 0 1 5 - 2 0 1 6 S c h o o l Y e a r



7th Grade Wordskills

Seventh grade students will be using the Wordskills text (Green Level), and units 1-8 will be covered in the third 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 1

Skills Covered in Unit 1:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Identifying synonyms
- Using target words correctly in sentences
- Using the prefixes *un-* and *non-*
- Using the suffix *-ist*
- Spelling age-appropriate words correctly

●Unit 2

Skills Covered in Unit 2:

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

●Unit 3

Skills Covered in Unit 3:

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

●Unit 4

Skills Covered in Unit 4:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Using review words in context
- Identifying synonyms
- Identifying antonyms

- Adding prefixes and suffixes to create related words
- Using the prefixes *un-* and *in-*
- Using the suffixes *-ion*, *-ity*, and *-ive*
- Spelling age-appropriate words correctly

●Unit 5

Skills Covered in Unit 5:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Using target words correctly in sentences
- Identifying synonyms
- Adding suffixes to create related words
- Using the Latin root *jacere*
- Spelling age-appropriate words correctly

●Unit 6

Skills Covered in Unit 6:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Identifying antonyms
- Completing analogies using the target words
- Matching target words to their definitions
- Using target words correctly in sentences
- Using the Latin root *cline*
- Spelling age-appropriate words correctly

●Unit 7

Skills Covered in Unit 7:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Understanding multiple meanings of target words
- Identifying synonyms
- Identifying antonyms
- Using target words correctly in sentences
- Using the Latin root *uni*
- Using the Greek root *mono*
- Spelling age-appropriate words correctly

●Unit 8

Skills Covered in Unit 8:

- Inferring meaning from context
- Reading target words within age-appropriate literary pieces
- Identifying synonyms
- Identifying antonyms
- Completing analogies using the target words
- Using target words correctly in sentences
- Identifying the roots *ject*, *cline*, *uni*, and *mono*
- 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 third quarter, 7th graders will cover Chapters 25-28.

●Chapter 25: Mary and the Saints

Learning Outcomes:

- Mary's "yes" serves as a model of discipleship for all to respond to God's call.
- As the Mother of God, Mary supported Jesus throughout his life. She now supports the Church as the mother of all Christians and model of faithfulness and love.
- All believers in Christ, both living in dead, are part of the Communion of Saints. Those who have gone before us can pray for us and bring our needs to God.
- Saints serve as examples of holiness and inspire us in our journey of faith.

Key Words Studied in Chapter 25:

- Theotokos: A Greek term that means "God-bearer." The Church uses this name for Mary, because she is the Mother of Jesus Christ.
- Communion of Saints: The whole community of now-living faithful people united with all those who have died but are alive with God.
- Assumption: The belief that God took Mary directly into Heaven at the end of her life on Earth.

●Chapter 26: The Bible: Worshipping God

Learning Outcomes:

- Exploring the development of the ways we worship God helps us better understand the meaning of the Mass.
- Like the feasts and rituals of our Old Testament ancestors in faith, the Mass is a sacrifice.
- The Mass has deep roots in the Feast of Passover, which recalls the event that freed the Israelites from slavery.
- Jesus, celebrating Passover at the Last Supper, establishes a new and ultimate sacrifice. He offers himself for the forgiveness of sins and calls us to continue the sacrifice in his memory.

Key Words Studied in Chapter 26:

- worship: Adoration of God, usually expressed publically in the Church's official liturgy, as well as through other prayers and devotions.
- liturgy: The Church's official, public, communal prayer. It is God's work, in which the People of God participate. The Church's most important liturgy is the Eucharist, or Mass.
- Eucharist: Mass or the Lord's Supper. *Eucharist* is based on a Greek term for "thanksgiving."

●Chapter 27: Introduction to Liturgy

Learning Outcomes:

- Liturgy is the communal, official, and public prayer through which we participate in the life of the Trinity and celebrate the Paschal Mystery.
- Symbols and sacramental are central to the liturgy, for they help us see Christ. When we gather as the Church, we are united with Heaven and participating in the work of the Holy Spirit to make Christ visible.
- Liturgical life has a cycle of time with special days and seasons, all of which are important to the Church.

Key Words Studied in Chapter 27:

- symbols: Objects, actions, gestures, or words that point beyond themselves to a deeper, more meaningful reality.
- assembly: The people that come together to celebrate the liturgy.
- sacrament: An efficacious and visible sign of God's grace, instituted by Christ and entrusted to the Church, by which divine life is dispensed to us.

●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.

●Virtues Project:

Virtues Covered:

- Justice: the moral virtue that consists in the constant and firm will to give their due to God and neighbor.
- Temperance: the moral virtue that moderates the attraction of pleasures and provides balance in the use of created goods. It ensures the will's mastery over instincts and keeps desires within the limits of what is honorable.

7th Grade World Cultures

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

●Chapter 9: Russia

Students will:

- Identify the physical and political features of Russia
- Locate areas of high and low population density in Russia
- Describe the climate and major economic activities found in Russia
- Compare and contrast western and eastern Russia
- Analyze the causes of environmental problems in Russia.
- Analyze why the Communist Soviet Union rose and fell
- Explain the importance of the Trans-Siberian Railroad and identify the challenges building it.
- Compare traditional elements of Russian culture with modern, Western influences.
- Compare the Russian government to the U.S. government

●Chapter 11: Africa: Physical Geography and Early History

Students will:

- Identify Africa's major features.
- Describe Africa's climate and the kinds of plant and animal life they support.
- Summarize the challenges faced by Africa's population.
- Explain the importance of natural resources to the people of Africa.
- Identify the stages of the development of human ancestors in Africa.
- Explain the structure of society in traditional African cultures.

- Chapter 12: Egypt and North Africa

Students will:

- Explain how the Nile is Egypt's lifeline.
- Summarize the history and describe the culture of Ancient Egypt.
- Describe the Great Pyramid and how it was built
- Explain the resources used to build the Great Pyramid and its purpose in ancient Egyptian society.
- Identify foreign powers in Egypt since ancient times and the steps to Egyptian independence.
- Explain how cultural differences cause conflicts in Sudan.
- Describe the cultural influences in North Africa.
- Compare the government and economies in North Africa.

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 third quarter:

- Number the Stars* by Lois Lowry (novel)**

- Anne Frank (Holocaust mini unit)**

- The Smallest Dragon Boy* by Anne McCaffrey (short story)**

(Literary Topics Covered: motivation, making inferences)

- Define motivation, inferences
- Analyze different intrinsic and extrinsic factors that fuel motivation
- Make inferences about different characters based on their thoughts, actions, etc.
- Makes inferences about the story's outcome based on the character's actions
- Determine the motivating factors of the main characters
- Identify major events from the story's plot
- Identify specific story elements within the story
- Determine the meaning of unknown/vocabulary words from a text
- Use vocabulary words within relevant contexts in reading, writing, and speaking

- Here Be Dragons* by Flo Ota De Lange (expository article)**

- Discuss differences in Eastern vs Western views of dragons
- Discuss historical vs. modern views of dragons

- 2012: Year of the Dragon* (expository article)**

- Discuss the importance of the dragon throughout Asian countries
- Read about the dragon's symbolism in Asian countries
- Create unique dragon artwork

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 third quarter:

●Unit 3: Descriptive Writing (Finish Poetry Unit)

Students will:

- 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

●Unit 12: Adjectives

Students will:

- Use adjective correctly to describe nouns and pronouns
- Differentiate between definite and indefinite articles
- Learn the rules for using definite and indefinite pronouns
- Identify proper adjectives
- Understand how to form and capitalize proper adjectives
- Recognize comparative and superlative adjectives and understand their purpose.
- Differentiate between comparative and superlative adjectives
- Identify irregular comparative and superlative forms of adjectives
- Learn to form negative comparative and superlative adjectives correctly.
- Identify demonstratives
- Determine whether demonstratives are function as adjectives or pronouns.

●Unit 12: Adverbs

Students will:

- Identify adverbs and the words that they modify them
- Identify intensifiers—adverbs that modify adjectives and other adverbs—and use them correctly.
- Identify comparative and superlative adverbs.
- Understand how to form and use comparative and superlative adverbs correctly.
- Identify negative words, including contracted forms of –not.
- Use negative words correctly and to avoid double negatives in speaking and in writing.

●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

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 12: Adjectives

Students will:

- Identify adjectives and the words they modify in sentences.
- Demonstrate control over the rules of capitalization for proper adjectives.
- Identify articles and understand their role in sentences
- Distinguish between definite and indefinite articles
- Identify demonstratives
- Distinguish between demonstrative adjectives and demonstrative pronouns
- Identify comparative and superlative forms of adjectives and use them correctly in sentences.
- Identify and correctly use irregular comparative and superlative forms of adjectives.

●Unit 13: Adverbs

Students will:

- Identify adverbs and the words they modify in sentences.
- Recognize adverbs that describe adjectives and other adverbs.
- Distinguish between comparative and superlative adverbs
- Identify various irregular comparative and superlative adverbs.
- Distinguish between adjectives and adverbs in sentences.
- Recognize and avoid the use of double negatives in writing.
- Revise double negatives in sentences.

●Unit 5: Expository Writing (Compare/Contrast; Research: States)

Students will:

- Recognize different kinds of expository writing.
- Learn how to note similarities and differences between two things
- Use graphic organizers to help organize similarities and differences
- List specific vocabulary used when comparing and contrasting
- Publish a completed comparison and contrast 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

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

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 14: Clauses and Complex Sentences

Students will:

- Identify simple and compound sentences
- Distinguish between simple and compound sentences
- Correctly punctuate compound sentences
- Identify the structure of complex sentences
- Identify the functions of subordinate clauses and use them correctly
- Understand the function of adjective clauses
- Understand the function of adverb clauses
- Understand the function of noun clauses
- Distinguish between adjective, adverb, and noun clauses

●Unit 6: Persuasive Writing (Invention Posters; Business Letters)

Students will:

- Learn the elements of persuasive writing/arguments
- Identify attributes of successful advertisements
- Identify different persuasive techniques used in advertising
- Distinguish between different persuasive techniques used in advertising
- Learn effective ways to get the reader's/viewer's attention
- Create a persuasive advertisement/poster for a product
- Present persuasive posters to class

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

●Unit 15: Verbals

Students will:

- Identify and distinguish between present and past participles
- Demonstrate an understanding of how participial phrases should be punctuated
- Identify gerunds and gerund phrases
- Identify infinitives and infinitive phrases
- Identify infinitives and infinitive phrases used as nouns
- Distinguish infinitives from prepositional phrases that begin with –to
- Distinguish between participles, gerunds, and infinitives

● **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