

**2009-2010
LANGUAGE ARTS
MIDDLE SCHOOL**

At Sacred Heart School the language arts program consists of English classes for the three grades, reading class for grade six and literature classes for grades seven and eight.

Teacher: Mrs. Jane M. Murphy
grade 8 homeroom
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**ENGLISH
GRAMMAR**

COURSE DESCRIPTION:

English grammar is studied to enable the student to understand the structure of the language and to express himself/herself clearly and convincingly. Our students learn how language functions and then practice language skills to acquire the competence necessary to successfully express what they know and think. We strive to enable our students to be proficient writers and speakers who are able to communicate effectively both orally and through the written word.

OBJECTIVES:

The student will study and work to become proficient in the areas of:

- sentence structure
- parts of speech
- prepositional phrases
- object complements
- subject complements
- clauses
- diagramming
- subject and verb agreement
- correct use of verbs
- correct use of pronouns
- capitalization
- punctuation

WRITING

The student will:

- discuss, analyze and study examples of the various types of writing
 - narrative
 - expository
 - persuasive
- study and practice the elements of process writing

have the opportunity to create his/her own writing samples
share his/her writing efforts with peers
experience examples of professional writing

SPEAKING/LISTENING

The student will:
prepare and present oral presentations
practice good listening and response skills

COURSE MATERIALS

Holt Handbook. Holt, Rinehart and Winston.
Daily Language Analogies. Houghton Mifflin Co.
Daily Oral Analogies. Houghton Mifflin Co.
Spotlight on Writing. Random House.
Scope Magazine
supplemental materials
tapes, videos, DVDs
teacher generated materials

STRATEGIES;

group instruction
discussion
viewing/listening/answering
one-on-one instruction as necessary
board work
supplemental materials
tapes, video, DVD

ASSESSMENT

teacher observation
tests and quizzes
oral presentation
creative and directed writing assignments
adjustment and accommodations made as necessary

READING/ LITERATURE

GRADE SIX READING

COURSE DESCRIPTION:

Grade six reading at Sacred Heart School is the continuation and culmination of the McGraw Hill reading program. There is continued attention paid to increasing comprehension and vocabulary skills with emphasis on the understanding and use of:

- inferences
- predictions
- synonyms and antonyms
- sequence
- context clues
- story elements
- conclusions
- cause and effect
- point of view

COURSE MATERIALS:

- McGRAW HILL READING. Macmillan McGraw Hill.
- supplemental materials
- teacher generated materials
- Scope magazine

LITERATURE:

GRADES SEVEN AND EIGHT

COURSE DESCRIPTION:

Grades seven and eight literature classes enable the student to experience and share in the experience which is expressed in language. Emphasis is placed on the student's response, both written and oral, to the literary genres presented. We study:

- novel
- short story
- poetry
- drama
- myth, folk tale and fable
- song
- non-fiction

Literary elements studied include:

- plot
- conflict
- symbol
- theme

character
figures of speech
point of view
tone
mood
setting

Vocabulary is studied in conjunction with the literary selections in all grades. Lists of words are taken from the current reading assignments/

COURSE MATERIALS

Elements of Literature. Holt, Rinehart and Winston
grade 7 - first course
grade 8 - second course
Daily Oral Vocabulary Houghton Mifflin.

Each grade will read a minimum of three class novels.
2009-10

Grade 6:
Old Yeller - Fred Gipson
The True Confessions of Charlotte Doyle - Avi
Come Sing, Jimmy Jo - Paterson

Grade 7

The Cay - Taylor
April Morning - Fast
Walk Two Moons - Creech
The Contender - Lipsyte

Grade 8

The Giver -Lowry
Freak the Mighty - Philbrick
Martian Chronicles - Bradbury or To Kill A Mockingbird - Lee

All novels read in class

OBJECTIVES

The student will be guided to:
appreciate the wealth of literature available

include reading for pleasure as a daily activity
increase his/her working and reading vocabulary
personally respond to reading materials through reading, writing, listening and speaking
become active participants in choosing personal reading materials suitable for his/her interest, age and ability.

STRATEGIES:

oral reading
silent reading
open discussion of materials read
written response to literary selections
viewing and discussion of selected videos

ASSESSMENT

question and answer exercises
discussion
reading checks
test and quizzes
personal written response
directed writing assignments

STUDENT EXPECTATIONS:

The student is expected to:

come to class prepared with the proper materials;
notebook, pen, paper, textbooks, novels
obey the classroom rules
complete and hand in assignments on time
treat his/her classmates with respect, compassion and acceptance
come with an open and inquiring mind