

Kolbe Academy Home School

GRADE EIGHT COMPOSITION & VOCABULARY *Sadlier-Oxford Vocabulary Workshop C* *Sadlier Writing Workshop Level C*

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COURSE TITLE: Composition & Vocabulary

COURSE TEXTS: *Sadlier-Oxford Vocabulary Workshop, Level C*, © 2005, (T1433)
 Teacher's Manual for *Sadlier-Oxford Vocabulary Workshop, Level C*, (T1433A)
Sadlier Writing Workshop, Level C, © 2009, (T1518)
 Teacher's Edition for *Sadlier Writing Workshop, Level C*, (T1518A)

COURSE DESCRIPTION:

The *Sadlier Writing Workshop, Level C* text will be used to aid the student in developing composition skills, which are so necessary for further education. If you wish, you may have the student write the activities on paper instead of in the book. This is especially beneficial for those who have younger students who then would be able to use the same book.

The *Sadlier-Oxford Vocabulary Workshop* should be used to encourage the student to use the new vocabulary words in speech and written work. It also develops the student's ability to work with synonyms, antonyms, homonyms, homographs, prefixes, suffixes, roots, denotation, connotation, literal usage, figurative usage, and analogies.

Correcting one's mistakes is a good aid to remembering the information the next time one needs it; hence, it is recommended that the student correct all errors in his daily work with the explanation that this will help him later. Furthermore, the best way to teach Vocabulary and Composition is by example and reinforcement of correct usage in the spoken and written word. The student should be expected to memorize many words and definitions in this book. The more he uses his memory, the better it is for him both now and in the future. It is suggested that compositions be typed by the student.

COURSE OBJECTIVES:

- To master the spelling and understanding of the words introduced
- To successfully apply the correct spelling and usage of learned words in writing activities
- To assist the student in developing thoughts in a logical manner, in order to become an effective speaker and writer.
- To assist the student in writing effective sentences and building paragraphs.
- To assist the student in writing narrative, informative, descriptive, and persuasive paragraphs and essays.
- To assist the student in test taking.
- To assist the student in writing for a newspaper, writing letters, writing a research report, and writing about literature.
- Confident use of the written and spoken English vocabulary.
- Effective communication
- Use of expanded vocabulary skills for future assessment on standardized tests.

SCOPE AND SEQUENCE:

The daily work of the course is set by the outline and exercises in *Sadlier-Oxford Vocabulary, Level C* and *Sadlier Writing Workshop, Level C*. Consult the course plan for week-by-week sequencing.

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Sadlier-Oxford Vocabulary Workshop, Level C* is represented by **VOC**; *Sadlier Writing Workshop, Level C* is represented by the abbreviation **COMP**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The quarterly schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This Composition Vocabulary course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week		
VOC	Pages 6-20	All assignments this week are an introduction to the material that will be covered this year. Have the student put bookmarks in these areas for easy reference.		
COMP	Pages 107-120 & inside of back cover			
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	VOC Pages 6-10	<input type="checkbox"/>	Have the student do VOC Pages 6-10. Go over the Pronunciation Key and Vocabulary of Vocabulary . Do the exercises.	
	Exercises	<input type="checkbox"/>		
DAY 2	VOC Pages 9-12	<input type="checkbox"/>	Have the student do VOC Pages 9-12. Read and understand the information on Vocabulary Strategy: Using Context and Vocabulary Strategy: Word Structure . Do the exercises.	
	Exercises	<input type="checkbox"/>		
DAY 3	VOC Pages 13-17	<input type="checkbox"/>	Have the student do VOC Pages 13-17. Read and understand the information on Vocabulary Strategy: Vocabulary and Reading, Grammar and Writing , and Working with Analogies . Review all work done this week and encourage the student to refer back to the information whenever necessary or helpful.	
	Review	<input type="checkbox"/>		
DAY 4	COMP Pages 114-124	<input type="checkbox"/>	Have the student read COMP pages 114-124, Writer's Handbook and the inside of the back cover of the book . Study and assign to memory the rules for capitalization, abbreviations, numbers, punctuation, spelling, and common usage errors. Study carefully the proofreader's symbols on the inside of the back cover. Be sure to refer back to these pages as frequently as necessary as you proceed through the book.	
	Mem. Rules	<input type="checkbox"/>		
	Mem. Proofreader's Symbols	<input type="checkbox"/>		
DAY 5	VOC Catch-up Work	<input type="checkbox"/>	Catch up if necessary.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Day 1	<input type="checkbox"/>			
Day 2	<input type="checkbox"/>			
Day 3	<input type="checkbox"/>			
Day 4	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

WEEK 2			
Book	Weekly Breakdown	Goals and Notes for the Week	
VOC	Pages 18-27 Diagnostic Test		
COMP	Pages 8-11		
Notes			
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	VOC Pages 18-20	<input type="checkbox"/>	Have the student do VOC Pages 18-20. Do the Diagnostic Test .
	Diagnostic Test	<input type="checkbox"/>	
DAY 2	VOC Pages 21-23	<input type="checkbox"/>	Have the student do VOC Pages 21-23. Assign the words and complete Definitions 1-20. Study for a test on the words. Be responsible for spelling, part of speech, and ability to use the words in original sentences.
	Definitions	<input type="checkbox"/>	
	Study for Test	<input type="checkbox"/>	
DAY 3	VOC Pages 24-25	<input type="checkbox"/>	Have the student do VOC Pages 24-25. Completing the Sentence , Synonyms , and Antonyms .
	Completing the Sentence	<input type="checkbox"/>	
	Synonyms	<input type="checkbox"/>	
	Antonyms	<input type="checkbox"/>	
DAY 4	VOC Pages 26-27	<input type="checkbox"/>	Have the student do VOC Pages 26-27. Choosing the Right Word and Vocabulary in Context . You may give a pre-test on the words as preparation for Monday test.
	Choosing the Right Word	<input type="checkbox"/>	
	Vocabulary in Context	<input type="checkbox"/>	
	Pre-test	<input type="checkbox"/>	
DAY 5	COMP Pages 8-11	<input type="checkbox"/>	Have the student read COMP pages 8-11 Do activities on p 11.
	Activities		