

# Kolbe Academy Home School

## GRADE SEVEN COMPOSITION AND VOCABULARY *Sadlier-Oxford Vocabulary Workshop, Level B* *Sadlier Writing Workshop, Level B*

### TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	12
C. Quarter 3	21
D. Quarter 4	29
III. Tests	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Answer Keys	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	

**Resale & Copying Policy:** This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe's course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

**COURSE TITLE:** Composition and Vocabulary

**COURSE TEXTS:** *Sadlier-Oxford Vocabulary Workshop, Level B*, © 2005

Teacher's Manual for *Sadlier-Oxford Vocabulary Workshop, Level B*, Optional

*Sadlier Writing Workshop, Level B*, © 2009

Teacher's Edition for *Sadlier Writing Workshop, Level B*, Optional

**COURSE DESCRIPTION:**

The *Sadlier-Oxford Vocabulary Workshop B* develops the student's capacity to pronounce, spell, use, understand, and remember the definitions of words, their diacritical marks, and syllabication. 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. The *Sadlier Writing Workshop, Level B* 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.

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. Also, encourage the student to type his papers.

**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.

**SCOPE AND SEQUENCE:**

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

**SKILLS TO BE DEVELOPED:**

- visual discrimination between words
- auditory discrimination of words
- ability to spell and understand the meaning of the assigned words
- ability to use the assigned words in well-structured sentences
- develop the skills necessary to become an effective writer

**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 these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

*Sadlier-Oxford Vocabulary Workshop, Level B* is represented by **VOC**; *Sadlier Writing Workshop, Level B* 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. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. 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*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This vocabulary and composition course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this 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 teach the material in the tests.**

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	Have the student look through the book to become familiar with the format.		
COMP	Pages 110-124 and 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 read VOC pages 6-10, go over the <b>Pronunciation Key</b> , <b>Vocabulary of Vocabulary</b> , and do the exercises.	
	Pronunciation Key	<input type="checkbox"/>		
	Vocabulary of Vocabulary	<input type="checkbox"/>		
DAY 2	VOC Pages 9-12	<input type="checkbox"/>	Have the student read VOC pages 9-12 and understand the information on <b>Vocabulary Strategy: Using Context</b> and <b>Vocabulary Strategy: Word Structure</b> . Do the exercises.	
	Using Context	<input type="checkbox"/>		
	Word Structure	<input type="checkbox"/>		
DAY 3	VOC Pages 13-17	<input type="checkbox"/>	Have the student read VOC pages 13-17 and understand the information on <b>Vocabulary Strategy: Vocabulary and Reading, Grammar and Writing</b> , and <b>Working with Analogies</b> . Review all work done this week and encourage the student to refer back to the information whenever necessary or helpful.	
	Review Work	<input type="checkbox"/>		
DAY 4	COMP Pages 110-124	<input type="checkbox"/>	Have the student read <b>COMP pages 110-124 and the inside of the back cover of the book</b> . 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 & Symbols	<input type="checkbox"/>		
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Day 2 exercises	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
VOC	Diagnostic Test Unit 1 Pages 18-27			
COMP	N/A			
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	VOC Pages 18-20	<input type="checkbox"/>	Have the student read VOC pages 18-20 and do the <b>Diagnostic Test</b> .	
	Diagnostic Test	<input type="checkbox"/>		
DAY 2	VOC Pages 21-23	<input type="checkbox"/>	Have the student read VOC pages 21-23. Assign the words and complete <b>Definitions</b> 1-20. Have the student study for a test on the words and tell him he will 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 read VOC pages 24-25 and do <b>Completing the Sentence, Synonyms, and Antonyms</b> .	
	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 read VOC Pages 26-27 and do <b>Choosing the Right Word and Vocabulary in Context</b> . 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"/>		
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Diagnostic Test	<input type="checkbox"/>			
Definitions	<input type="checkbox"/>			
Day 3 Assignments	<input type="checkbox"/>			
Day 4 Assignments	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

◆ COURSE PLAN ◆

WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
VOC	Test on Unit 1 Pages 28-30			
COMP	Pages 8-11			
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	VOC Test	<input type="checkbox"/>	VOC Give a test on the words assigned last week. Have the student spell each word, give the part of speech, and the definition. Use ten of the words in original sentences or write a story or essay using each word.	
DAY 2	VOC Corrections	<input type="checkbox"/>	VOC Correct any errors made in Unit 1.	
DAY 3	VOC Pages 28-30	<input type="checkbox"/>	Have the student read VOC pages 28-30. Assign the words and complete <b>Definitions</b> 1-20. Have the student study for a test on the words and tell him he will 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 4	COMP Pages 8-11	<input type="checkbox"/>	Have the student read COMP pages 8-11 and do activities on p 11.	
	Activities	<input type="checkbox"/>		
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Word Test	<input type="checkbox"/>			
Corrections	<input type="checkbox"/>			
Definitions	<input type="checkbox"/>			
Day 4 Activities	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 3 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>