



7th Grade English

Curriculum Sample

A Grade Ahead will challenge your students and help them achieve their goals!

This school year, our academy's 7th grade students may be participating in A Grade Ahead's Traditional program, which is completed totally on pencil and paper, or the Blended Learning program, which integrates both traditional and electronic methods to teach students. To determine your program option, please contact your local academy, or go to www.gradeahead.com.



Monthly Booklet

Each month, students receive a lesson booklet that is split into four weeks of lessons and practice problems.

(At the end of this document, you will find a partial sample with some practice problems from A Grade Ahead's 7th Grade English curriculum.)

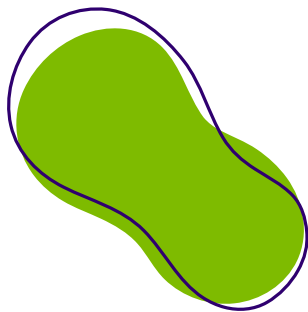


Weekly Class

Each week, students attend a weekly class, either in person or online, and learn a lesson from a teacher. Together, the class completes practice problems to understand the weekly topic.



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A Grade Ahead's rigorous, year-round enrichment program will challenge your child with a higher academic standard. The 7th Grade English curriculum includes a diverse array of topics from grammar, vocabulary, comprehension, and writing.

As part of the monthly booklet, your student will receive weekly:

- **Student Goals** that explain what your child should know by the end of the week.
- **ABC Word Boxes** that define terms to know.
- **Sample/Practice Problems** to try as part of in-class lessons.
- **Teaching Tips** for Parents to review if your child forgets something later.
- **Examples** with lots of details and explanations.

Homework

In the Traditional Program, students have everything they need to participate in class and complete homework in their monthly booklets: examples, three days of homework, and detailed answer keys.

In the Blended Program, students complete homework at A Grade Ahead Online. This offers many benefits to students and parents, including interactive and colorful questions, automatic grading rationales for every question, progress reports, and adaptive learning paths.



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Want to see how A Grade Ahead works first-hand?

We have attached a sample lesson with practice questions for you to print out and try.



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Sample of Monthly Booklet

7th Grade English

Print it out and try it!




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A. Vocabulary

1. amble		to walk slow and easy; to stroll slowly
2. antipathy		a feeling of intense dislike or hostility
3. canter	(v.)	to move or ride at an easy gallop
4. consistency		regularity; firmness; the condition of holding together and retaining form
5. feral	(adj.)	existing in a wild state (as in wild animals or plants)
6. furlong	(n.)	a unit of distance equal to 220 yards or one-eighth of a mile
7. inflammation	(n.)	redness and swelling (the reaction of skin or muscles to injury or infection)
8. macabre		horrifying; dealing with or representing death
9. objectionable	(adj.)	causing disapproval; unpleasant
10. recoil		to draw back (as if in alarm, horror, or disgust)

Student Goals:

- ✓ I will correctly use and identify all parts of speech.
- ✓ I will be able to read and understand the different elements of realistic fiction.

 *Note: Parts of speech are not given for five words because students need to determine them below.*



Student Practice

Use the sentences given to identify the part of speech of the bolded vocabulary word.

1. Since they'd been great friends, the two boys' sudden **antipathy** for each other baffled their parents.
 a) Noun b) Verb c) Adjective d) Adverb
2. Employers prize **consistency** and dedication in their employees because those people work harder.
 a) Noun b) Verb c) Adjective d) Adverb
3. **Inflammation** usually means that a cut is infected and needs medical attention.
 a) Noun b) Verb c) Adjective d) Adverb
4. People expect women to **recoil** and scream at the sight of a mouse, but my mom kept them as pets.
 a) Noun b) Verb c) Adjective d) Adverb
5. Tracy had a tendency to **amble**, so her friends constantly had to wait for her.
 a) Noun b) Verb c) Adjective d) Adverb





Student Practice

Use the sentences given to infer the definition of the bolded words. Then, use each word to write a sentence of your own that is at least 8 words long.

6. Her cat scratched her while playing, and the cut immediately showed signs of **inflammation**.

7. A **furlong** is far too long to walk to work or to school!

8. I find your crass and inconsiderate behavior highly **objectionable**!

9. The little girl tried to **canter** like the horse she saw and found it is much more difficult for people to do.

10. It is safer to stay away from **feral** animals as a rule because they can carry diseases like rabies.



B. Comprehension



Teaching Tip: Use the first passage to remind students how to read for comprehension. Emphasize breaking down paragraphs and sentences into smaller pieces and then putting the pieces back together.

Introduction to Genres

Every month we will introduce and define some new genres, or types of literature. We will study mostly fiction genres, though we will study some nonfiction genres, as well, towards the latter part of the year. All the comprehension indices will have excerpts from the genre under discussion or will compare the new genre with ones already covered. This month we begin with realistic fiction.



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Realistic Fiction

Stories in the genre of realistic fiction are not true but could really happen. These stories may include real people, places, or events, but they are not based on history. Authors write these types of stories to entertain their readers or to make a point about life. Realistic fiction is the most common form of fiction and can be as long as several hundred pages or as short as a paragraph.



Note: Some comprehension questions require the student to be creative. At times, there will be no right or wrong answers. At other times, students will need to infer. **Inferring** means looking beyond obvious answers in the texts and using information from their own experience, memories, and reasoning skills to draw a conclusion or write an answer.



Student Practice

Use the following summaries to decide whether or not the novels would be realistic fiction. Write "yes" or "no." Then, support your answer with evidence from the summary.

The Adventures of Huckleberry Finn by Mark Twain

Huck is not happy with his new life of cleanliness, manners, church, and school. But he sticks it out for his friend Tom Sawyer, who tells him that in order to take part in Tom's new "robbers' gang," he must stay "respectable". Everything is fine until Huck's rebel dad shows up in town and demands Huck's money. The local judge and Widow Douglas try to get legal custody of Huck, but another judge in town believes in the rights of Huck's dad and even brings him into his own home in an attempt to reform him. The judge is not successful in his reform attempts, and Huck's dad hangs around town for several months, bothering his son, who has just started to adjust to the proper ways of his new home. Finally, angry that the Widow Douglas has asked Huck's dad to stay away from her house, he kidnaps his son and holds him captive in a cabin across the river.

1. Is this realistic fiction? _____

2. Why?

Alice's Adventures in Wonderland and through the Looking Glass by Lewis Carroll

Alice meets the White Rabbit who mistakes her for a servant and sends her off to fetch his things. While in the White Rabbit's house, Alice drinks an unmarked bottle of liquid that makes her grow to the size of the room. The White Rabbit returns to his house and is angry to find Alice so big, but she swats him away with her giant hand. Some animals outside try to get her out of the house by throwing rocks at her. The rocks turn into cakes when they land in the house. Alice eats one of the cakes, and she shrinks to a tiny size. She walks into the forest, where she meets a caterpillar sitting on a mushroom and smoking a pipe. The caterpillar and Alice get into an argument, but before the Caterpillar slinks away in frustration, he tells Alice that different parts of the mushroom will make her grow or shrink. Alice tastes a part of the mushroom, and her neck stretches above the trees.

3. Is this realistic fiction? _____

4. Why?



C. Grammar

Teaching Tip: Students should be familiar with the parts of speech presented as a review below. Give a brief summary and save detailed explanations for areas where students show confusion.

Parts of Speech ReviewNouns

A noun is a word that names a person, a place, thing, idea, or animal.



Example: The father told his kids that a dog is a huge responsibility, but they went to the pet store anyway.

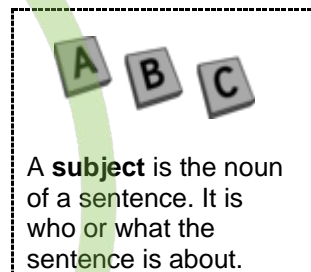
The underlined words in the sentence are nouns. Notice that “they” is not underlined because it is a pronoun. “Responsibility” is a noun because it is an abstract idea—you cannot see, touch, or feel it, but it is a thing that exists.

Verbs

A verb shows the *subject's* action or state of being. An action verbs show what the subject is doing.



Examples: Mrs. Smith cooks dinner.
Mrs. Smith cooked dinner.
Mrs. Smith will cook dinner.



A **subject** is the noun of a sentence. It is who or what the sentence is about.

State of being verbs do not show action. These are “to be” verbs.

Present Tense

am, is, are

Past Tense

was, were

Adjectives

An adjective is a word that describes or modifies a noun. An adjective can tell **what kind** or **how many**. It can be found directly before a noun, or right after a “to be” verb.



Example: She is pretty. There is a pretty bird.



Note: Some adjectives are not as obvious as others. A good rule to remember is that if it is next to a noun and describing what kind, which, or how many of the noun, then it is an adjective.

Examples: The American ship landed safely. ← “American” is describing the type of ship.
I want that fish, not those fish. ← “That” and “those” are describing which fish.
Your shoes are better than my shoes. ← “Your” and “my” are describing which shoes.



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Adverbs

An adverb is a word that describes a verb. It can answer **how**, **when**, **how often**, or **where** of a verb. Many adverbs will end in -ly.



Examples: They drove carefully around the corner. (**How** did they drive?)

I can meet her today. (**When** can you meet her?)

They usually arrive on time. (**How often** do they arrive on time?)

I looked everywhere. (**Where** did you look?)

Adverbs can also modify adjectives. They answer the question “How [adjective] was the subject?”



Examples: Marie is very proud of herself. (**How** proud is Marie?)

The girls were extremely loud in the library. (**How** loud were the girls?)

You are too quiet when you speak. (**How** quiet are you?)

My dog was totally exhausted after the walk. (**How** exhausted was the dog?)

Pronouns

A pronoun replaces a noun in a sentence. It reduces repetition. There are many types of pronouns. See the list below.

1) Subject pronouns are pronouns that can replace the subject of a sentence.

I	you	she	he	they	we	it
---	-----	-----	----	------	----	----

2) Object pronouns are pronouns that take the place of an object in a sentence.

me	you	him	her	them	us	it
----	-----	-----	-----	------	----	----

3) The demonstrative pronoun is a pronoun that shows or indicates thing or things. **Demonstrative pronouns replace a noun completely; demonstrative adjectives describe a noun.**

that	this	these	those
------	------	-------	-------



Examples: That is my favorite part of the movie. ← This is a demonstrative pronoun because there is no noun after “That.”

That **part** is my favorite ← This is a demonstrative adjective because there is a noun after “That.”

4) Possessive pronouns show ownership. These types of pronouns can function the same way that subject or object pronouns do: they can appear at the beginning, middle, or end of a sentence.

Possessive pronouns replace a noun completely; possessive adjectives describe a noun.

mine	yours	his	hers	theirs	ours	its
------	-------	-----	------	--------	------	-----



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Examples: The homework that fell on the floor is yours.

Paul's ice cream is on the table. Mine is still in the kitchen.

Notice how these pronouns do not have nouns after them. If they did have a noun after them, that would make them possessive adjectives.

His mother bought him a new toy. ← This is a possessive adjective because there is a noun after "His."

The new toy is his. ← This is a pronoun because there is no noun after "his."

5) Indefinite pronouns are pronouns that do not refer to any particular person, amount, or thing. The following are a few examples, but not all of them: all, some, any, several, anyone, nobody, both, few, either, none, one, and no one.

Conjunctions

A conjunction joins two words, phrases, or sentences together. There are three types of conjunctions, but we will review two this week. These are conjunctions you have seen in previous grades.



Teaching Tip: Students may recognize coordinating conjunctions from the acronym FANBOYS. Students can also remember that correlative conjunctions are written in pairs because the name correlative shows that conjunctions are related.

1) Coordinating conjunctions usually join *independent clauses*: and, but, or, yet, for, nor, and so (a comma usually comes before these conjunctions)



Examples: I have to tell her about the sale, for they have all her favorite books.

I went to the supposedly haunted house and did not see any ghosts. (There is no comma because "did not see any ghosts" is not an independent clause.)



An **independent clause** is a clause that has a subject, verb, and predicate. It can be a complete sentence on its own.

2) Correlative conjunctions are those conjunctions that are written in pairs: both...and, not only...but also, either...or, neither...nor, and whether...or.



Examples: Ice cream is not only my favorite dessert but also my grandmother's favorite.

Neither the actors nor the stage manager knew what the director was talking about.



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**Student Practice**

For each sentence, decide which part of speech would be correct in the blank. Then, fill in the blank with a word that is the part of speech you circled.

1. The _____ books appear to be very old.
a) Noun b) Adjective c) Adverb d) Conjunction
2. Missing word: _____
3. My _____ helped me through my problems.
a) Noun b) Adjective c) Adverb d) Conjunction
4. Missing word: _____
5. They caught the _____ before she escaped from the prison.
a) Noun b) Adjective c) Adverb d) Conjunction
6. Missing word: _____
7. I was so _____ all week because I had poison ivy.
a) Noun b) Adjective c) Adverb d) Conjunction
8. Missing word: _____
9. That trick was childish _____ immature.
a) Noun b) Adjective c) Adverb d) Conjunction
10. Missing word: _____
11. The _____ that my mom cooked was delicious!
a) Noun b) Adjective c) Adverb d) Conjunction
12. Missing word: _____
13. Maria laughed _____ at her brother.
a) Noun b) Adjective c) Adverb d) Conjunction
14. Missing word: _____



Answers of Student Practice
A. Vocabulary

- | | |
|------|------|
| 1. a | 2. a |
| 3. a | 4. b |
| 5. b | |

Answers to 6-10 will vary. Students must write at least 8 words to earn a complete point. Examples have been provided. Vocabulary words are underlined.

6. Mandi was worried about the inflammation around her eye, so she went to a doctor.
7. The field is a furlong from the north fence to the south fence.
8. We don't put up with objectionable habits that may harm animals.
9. The horses canter beautifully when trained by a patient and loving equestrian.
10. Some feral animals will never be trusted around humans.

B. Comprehension

Answers to even numbers will vary. Student answers should have the same general meaning as the examples.

1. yes
2. It is not a true story but could really happen.
3. no
4. The animals are acting like people, and Alice is growing and shrinking just by eating and drinking different things. This could not really happen.

C. Grammar

Answers 1-14 even will vary. Student should fill in a word that makes sense with the sentence and is the correct part of speech.

- | | |
|-------|-------------|
| 1. b | 2. dusty |
| 3. a | 4. friend |
| 5. a | 6. criminal |
| 7. b | 8. itchy |
| 9. d | 10. and |
| 11. a | 12. food |
| 13. c | 14. meanly |



Head online to complete all days of the course:
E7: Realistic Fiction/POS Review (W1)



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