

Name of the Course:

PREP ADVANCED MAIN COURSE (12 hours)

Objectives:

The purpose of the Prep Advanced English Program is to enhance the English language, organizational, and study skills that students will need to successfully complete their course work in all subject areas at ACI. The Prep Advanced Main Course Program supports the language objectives and goals of the Writing, Spoken Arts, Math and Science courses through the continuous development of English speaking, listening, writing, and reading comprehension skills.

Course Description:

The Prep Advanced Main Course provides an immersive and intense and cyclical study of grammar, literature, vocabulary, writing, research, speaking, and listening. Student understanding of literary themes and devices is developed through class discussion, pair and group activities, written responses and essays, tableaux and role-play, and creating visual representations of various aspects of each work and student experience. In addition, students have a daily SSR (Sustained Silent Reading) lessons, where the student chooses a novel based on his/ her own interests and completes journals and vocabulary activities based on the material of that work.

Books and Resources:

The Giver, by Lois Lowry

The Adventures of Odysseus, edited by Christina Balit, Hugh Lupton, and Daniel Morden

Our Town, by Thornton Wilder

A selection of graphic novels

Selected films

Advanced Grammar in Use, by Martin Hewings

Assessment:

Students are assessed on an ongoing basis in both formal and informal capacities. Each student has five (5) or six (6) written exams and three (3) Oral Grades per semester. The written exams include vocabulary, grammar, writing, and literature comprehension and analysis. Projects include story creation, miniatures project, and graphic novel creation. The Oral Grades are comprised of presentations, preparation for class, homework, journals, and class participation. A large component of class participation is the student's use of English in the classroom, which is evaluated on the quality, as well as the advanced level, of English produced by the student, the ability to demonstrate material learned in class, and the willingness of the student to contribute positively to class, pair, and group activities.

TOPIC	CONTENT	TIME (month and no of weeks)
Literary devices and analysis Perfect and continuous tenses and passive voice	<i>Walk Two Moons</i> Journey in a box miniatures project	September, October, November (9 weeks)
Literary devices and analysis Writing process Conditional grammar statements, individual grammar self-evaluations	<i>The Giver</i> Fairy Tale Anthology	December , January (6 weeks)
Literary devices and analysis prepositions	<i>The Iliad</i> <i>The Odessey</i>	January, February, March (7 weeks)
Literary devices and analysis applied to visual texts Should/ would/ had	Various graphic novels	March, April (4 weeks)

Elements of drama	<i>Our Town</i>	May (4 weeks)
Article use		
Analysis of film and cinematic devices	Various films	June (3 weeks)