

## OLYMPIADS SCHOOL/ENGLISH IB/TOPS/MACS/SUMMER/FALL 2016

### Course Description

This course prepares students for the entrance exams and application essays for schools that offer International Baccalaureate (IB), Talented Offerings in the Programmes of Sciences (TOPS), and MaCS programs. The course focuses on vocabulary building, reading comprehension, and personal narrative writing. By the end of the course, students will be able to:

- use a range of appropriate vocabulary
- read with engagement and develop insightful interpretations of texts;
- distinguish between fact and opinion and evaluate how information is presented;
- follow an argument and identifying implications;
- use language and register appropriate to audience and context, especially in regards to writing personal narratives
- accurately use paragraphs, grammatical structures, sentences, punctuation and spelling
- Rely on a portfolio that supports applications to competitive junior high school programs

### Distribution

|                            |                 |
|----------------------------|-----------------|
| Diagnostic test            | 1 hour          |
| Introduction and review    | 2 hours         |
| Mid-term and final exams   | 4 hours         |
| Reading comprehension      | 15 hours        |
| Personal narrative writing | 15 hours        |
| Vocabulary                 | 13 hours        |
| <i>Total</i>               | <i>50 hours</i> |

### Assessment and Evaluation

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|-------------------------------|-----|
| • Weekly assignments          | 20% |
| • In-class writing activities | 20% |
| • Class participation         | 10% |
| • Mid-term assessment         | 20% |
| • Portfolio                   | 30% |

### Schedule

| Date           | Content and assessment  |
|----------------|---|
| <b>Class 1</b> | <ul style="list-style-type: none"><li>• Diagnostic</li><li>• Course introduction</li><li>• Reading comprehension and vocabulary building</li></ul>  |
| <b>Class 2</b> | Vocabulary deciphering <ul style="list-style-type: none"><li>• using prefixes and suffixes to handle unfamiliar words</li><li>• Identifying root words (common Latin and Greek roots)</li></ul> |

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|-----------------|---|
| <b>Class 3</b>  | Vocabulary building <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Vocabulary memorization and flashcards</li> </ul>  |
| <b>Class 4</b>  | Vocabulary deciphering and building <ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Guessing meanings of words based on context</li> </ul>                           |
| <b>Class 5</b>  | Vocabulary building <ul style="list-style-type: none"> <li>• Word sorting</li> <li>• Paraphrasing definitions</li> <li>• Providing examples</li> </ul>                            |
| <b>Class 6</b>  | Vocabulary building <ul style="list-style-type: none"> <li>• List-group-label activity relating to a key “big idea” in the text</li> <li>• Possible sentences</li> </ul>          |
| <b>Class 7</b>  | Vocabulary building <ul style="list-style-type: none"> <li>• Concept mapping</li> <li>• Vocabulary quiz</li> </ul>  |
| <b>Class 8</b>  | Reading comprehension <ul style="list-style-type: none"> <li>• Introducing reading comprehension skills</li> <li>• Main idea questions and strategies to use</li> </ul>           |
| <b>Class 9</b>  | Reading comprehension <ul style="list-style-type: none"> <li>• Specific text detail questions</li> <li>• In-class practice</li> </ul>   |
| <b>Class 10</b> | Reading comprehension <ul style="list-style-type: none"> <li>• Distinguishing between facts and opinions</li> <li>• In-class practice</li> </ul>                                  |
| <b>Class 11</b> | Reading comprehension <ul style="list-style-type: none"> <li>• Following an argument, extracting main ideas, and identifying implications</li> <li>• In-class practice</li> </ul> |
| <b>Class 12</b> | Reading comprehension <ul style="list-style-type: none"> <li>• Identifying linguistic/rhetorical devices</li> <li>• In-class practice</li> </ul>                                  |
| <b>Class 13</b> | Reading comprehension <ul style="list-style-type: none"> <li>• Identifying structural devices in fiction and non-fiction</li> </ul>   |
| <b>Class 14</b> | Midterm Assessment  |

|  |  |
|--|--|
| <b>Class 15</b>  | Narrative writing <ul style="list-style-type: none"> <li>• Introducing narrative writing</li> <li>• short writing exercise</li> </ul> Reading comprehension exercise           |
| <b>Class 16</b>  | Narrative writing <ul style="list-style-type: none"> <li>• Writing a thesis statement and making a point</li> <li>• Writing exercise</li> </ul> Reading comprehension exercise |
| <b>Class 17</b>  | <ul style="list-style-type: none"> <li>• Media literacy</li> <li>• Responding to visual prompts</li> </ul>   |
| <b>Class 18</b><br><br><i>Begin creating materials for the portfolio</i>           | <ul style="list-style-type: none"> <li>• Personal profile</li> <li>• Graphic novel literacy</li> <li>• Excerpts from H.G. Well's <i>The Time Machine</i></li> </ul>            |
| <b>Class 19</b>  | <ul style="list-style-type: none"> <li>• Improving a personal essay</li> <li>• Excerpts from <i>The Time Machine</i></li> </ul>  |
| <b>Class 20</b>  | <ul style="list-style-type: none"> <li>• Improving a personal essay</li> <li>• Science-fiction elements in <i>The Time Machine</i></li> </ul>                                  |
| <b>Class 21</b>  | <ul style="list-style-type: none"> <li>• Application preparation</li> <li>• Essay writing skills</li> </ul>  |
| <b>Class 22</b>  | <ul style="list-style-type: none"> <li>• Student statements tips and examples</li> <li>• Responding to different types of essay prompts</li> </ul>                             |
| <b>Class 23</b><br><br><i>Consolidating/organizing materials for the portfolio</i> | <ul style="list-style-type: none"> <li>• Personal essay writing tips</li> <li>• Responding to creative essay prompts</li> <li>• Writing good thesis statements</li> </ul>      |
| <b>Class 24</b><br><br><i>Submit portfolio</i>                                     | <ul style="list-style-type: none"> <li>• Writing a personal mission statement</li> <li>• Creating a competitive application profile</li> <li>• Final Assessment</li> </ul>     |
| <b>Class 25</b>  | <ul style="list-style-type: none"> <li>• Dealing with outcome</li> <li>• More visual prompts that involve thinking out of the box</li> </ul>                                   |
| <b>Class 26</b>  | <ul style="list-style-type: none"> <li>• Review and conclusion</li> </ul>  |