



**REGION: Caguas**  
**SCHOOL DISTRICT: Guayama**  
**SCHOOL: Eugenio Guerra Cruz**  
**SCHOOL'S CLASSIFICATION: Transition**  
**SCHOOL'S REFORM STRATEGY: Literacy Comprehension**

**SYLLABUS FOR SCHOOL YEAR: 2017 -2018**

COURSE	CODE	CREDITS	PRE-REQUISITOS	GRADE
ENGLISH	INGL	1	9TH GRADE ENGLISH	10TH
<b>HIGH QUALIFIED TEACHER</b>				
<b><i>B.A ENGLISH AS A SECONDARY AND ELEMENTARY LEVEL</i></b>				
CLASSROOM	CAPA. TADO	EMAIL &/OR WEB PAGE		
305	DAY - B	joannemaldonado@ymail.com		
	1:20 – 2:40 (By prior appointments)			
<b>COURSE DESCRIPTION</b>				
This is a high school level English course that aims at developing students’ listening, speaking, reading, writing, and language communication skills, so that they become college and career ready. It reinforces and expands students’ ability to listen, speak, read, write, and use language skills in order to develop their communication in English.				
<b>GENERAL OBJECTIVES</b>				
As outcome of this course, students will 1. Become college and career ready through listening, speaking, reading, writing, and language communication skills. 2. Feel comfortable expressing ideas, feelings, and opinions in English. 3. Develop a sense of success, security, and achievement as they learn to improve English language skills. 4. Use English in a variety of real-life situations.				
<b>COURSE EVALUATION PLAN</b>				
Evaluation	Points	Total Points	%	
6 Partial Exams	50 points each	300		
3 Oral Presentation	100 points each	300		
4 Project Based Learning	100 points each	400		
5 Performance Task	100 points	500	<b>Total: 1,500</b>	
<b>STANDARDS AND EXPECTATIONS</b>				
<p><b>STANDARD 1: LISTENING:</b> Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.</p> <p><b>STANDARD 2: SPEAKING:</b></p> <ol style="list-style-type: none"> <li>Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.</li> <li>Evaluate information and determine appropriate responses to answer questions effectively.</li> <li>Contribute to social, academic, college, and career conversations using accurate and appropriate language.</li> <li>Provide, justify, and defend opinions or positions in speech.</li> <li>Adjust language choices according to the task, context, purpose, and audience.</li> <li>Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.</li> </ol>		<p><b>STANDARD 4: WRITING:</b></p> <ol style="list-style-type: none"> <li>Write arguments to support point of view using valid reasoning and sufficient evidence.</li> <li>Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.</li> <li>Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.</li> <li>Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).</li> <li>Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.</li> <li>Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.</li> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.</li> </ol>		



<p style="text-align: center;"><b>STANDARD 3: READING:</b></p> <ol style="list-style-type: none"> <li>1. Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.</li> <li>2. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> <li>7. Integrate and evaluate content presented in diverse media and formats.</li> <li>8. Delineate and evaluate an author’s argument through evidence specified in a text.</li> <li>9. Compare and contrast two or more authors’ presentations of similar themes or topics.</li> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol>	<p style="text-align: center;"><b>STANDARD 5: LANGUAGE:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of Standard English grammar and usage.</li> <li>2. Apply Standard English conventions using appropriate capitalization, punctuation, and spelling.</li> <li>3. Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.</li> <li>4. Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.</li> <li>5. Demonstrate understanding of figurative language, word relationships, and variation in word meanings.</li> <li>6. Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.</li> </ol>
<b>SPECIAL EDUCATION: LAW 51 OF JUNE 7, 1996</b>	
Guidelines for adapting assessments strategies for students with special needs and/or abilities and for linguistically and culturally diverse students will be established in the students Individualized Educational Program (PIE). An accommodation is a variation in the exam environment or process that does not fundamentally alter what the test measures or affects the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format which is informed by the Special Education Teacher to the English Teacher.	
<b>LANGUAGE INSTRUCTION FOR LIMITED SPANISH PROFICIENT AND IMMIGRANT STUDENTS (CIRCULAR LETTER—7-2013-2014) CIVIL RIGHTS ACT 1964</b>	

### Essential Class Materials

1. Writing notebook
2. English / Spanish Dictionary
3. White writing college paper
4. Color pencils
5. Highlighter
6. Legal size manila envelop
7. USB

<b>UNITS AND THEMES (ORGANIZED BASED ON 40 WEEKS)</b>			
WEEK		WEEK	<b>UNIT: 10.3 Choices (7 weeks) CONT.</b>
1	<b>Teacher Training</b>	21	Choices Essay Peer Editing
2	<b>INTRODUCTIONS, ROUTINES, PROCEDURES, AND PRE-TEST</b>	22	Introducing Context Clues
	<b>UNIT: 10.1 Conflict: Analysis of textual features across the genres (8 weeks)</b>	23	Main Idea, Topic Sentence, Personal Experience Writing
3	Integrated Assessment 10.1—Types of Conflicts	24	Prefix, Suffix, Greek and Latin Roots
4	“Character vs. Self” Short Story and Other Types	25	Adjectives and Adjective Placement
5	Story Maps	26	Word Choice
6	Writing Process—(Prewriting, Drafting, Revising)	27	
7	Writing process—(Editing with peers, final draft, and publishing)		<b>UNIT: 10.4 My World (6 weeks)</b>
8	Book Review Oral Presentation—Plot Structure Pyramid	28	Closed and Ended Questions, Main Ideas
9	Writing for Oral Presentation	29	Family Members Interview



10	Book Review Oral Presentation	30	Historical Read Aloud
	<b>UNIT: 10.2 Relationships: Friendships in Fiction and the Power of Persuasion (7 weeks)</b>	31	Newspaper Project
11	Integrated Assessment 10.2	32	Inferring Main Idea
12	Theme, Character, and Plot	33	Expository Writing
13	Compare Opinions Before and After		<b>UNIT: 10.5 Create (6 weeks)</b>
14	Daily Quick Writes	34	Integrated Assessment 10.4
15	Persuasive Writing- Characteristics of a Good Friend	35	Poetry (Sensory Imaginery, Tone, Voice, Mood, Figurative Language and Symbolism), Identification of Elements of Drama
16	Read Aloud	36	<b>Review</b>
17	Organization Writing of Persuasive Text	37	<b>Post - Test</b>
18	Transitional Words and Phrases	38	<i>Meta</i>
	<b>UNIT: 10.3 Choices (7 weeks)</b>	<b>39</b>	<b>FINAL TESTS</b>
19	Integrated Assessment 10.3	<b>40</b>	<b>GRADES, AND OFFICIAL DOCUMENTS REQUIRED</b>
20	<b>PARTIAL TESTS AND GRADES AND</b>		
	<b>OTHER SCHOOL ACTIVITIES</b>	OTHER SCHOOL ACTIVITIES	
<b>REQUIRED SIGNATURES</b>			
Submitted by:	Date:	TEACHER'S SIGNATURE:	
		TEACHER'S NAME:	
Certified by:	Date:	PRINCIPAL'S SIGNATURE:	
		PRINCIPAL'S NAME:	

*\*This syllabus is subject to change at any time in agreement with school principal. Parents will notify with the students.*

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Parent' Signature

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Date

