



GOBIERNO DE PUERTO RICO

DEPARTAMENTO DE EDUCACION
EUGENIO GUERRA CRUZ
ESPECIALIZADA EN DEPORTES

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	ENGLISH 6th	7TH
HIGH QUALIFIED TEACHER				
B.A ENGLISH AS A SECONDARY AND ELEMENTARY LEVEL				
CLASSROOM	CAPA. TADO	EMAIL &/OR WEB PAGE		
305	DAY - B	joannemaldonado@ymail.com		
	1:20 – 2:40 (By prior appointments)			
COURSE DESCRIPTION				
This is an intermediate 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.				
GENERAL OBJECTIVES				
As outcome of this course, students will				
<ol style="list-style-type: none"> 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. 				
COURSE EVALUATION PLAN				
Evaluation	Points	Total Points	%	
4 Partial Exams	50 points each	200		
2 Oral Presentations	100 points each	200		
5 Project Based Learning	100 points each	500		
5 Performance Task	100 points each	500	1,400 points	
STANDARDS AND EXPECTATIONS				
<p>STANDARD 1: LISTENING: Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.</p> <p>STANDARD 2: SPEAKING:</p> <ol style="list-style-type: none"> 1. Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences. 2. Evaluate information and determine appropriate responses to answer questions effectively. 3. Contribute to social, academic, college, and career conversations using accurate and appropriate language. 4. Provide, justify, and defend opinions or positions in speech. 5. Adjust language choices according to the task, context, purpose, and audience. 		<p>STANDARD 4: WRITING:</p> <ol style="list-style-type: none"> 1. Write arguments to support point of view using valid reasoning and sufficient evidence. 2. Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content. 3. Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure. 4. Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing). 5. Use technology, including the Internet, to interact and collaborate with others and produce and publish writing. 6. Conduct research projects of varying lengths based on focused 		



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<p>6. Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.</p> <p style="text-align: center;">STANDARD 3: READING:</p> <ol style="list-style-type: none"> 1. Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text. 2. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 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. 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. 6. Assess how point of view or purpose shapes the content and style of a text. 7. Integrate and evaluate content presented in diverse media and formats. 8. Delineate and evaluate an author’s argument through evidence specified in a text. 9. Compare and contrast two or more authors’ presentations of similar themes or topics. 10. Read and comprehend complex literary and informational texts independently and proficiently. 	<ol style="list-style-type: none"> 7. Draw evidence from literary or informational texts to support analysis, reflection, and research. 8. Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences. <p style="text-align: center;">STANDARD 5: LANGUAGE:</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage. 2. Apply Standard English conventions using appropriate capitalization, punctuation, and spelling. 3. Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension. 4. Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials. 5. Demonstrate understanding of figurative language, word relationships, and variation in word meanings. 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.
SPECIAL EDUCATION: LAW 51 OF JUNE 7, 1996	
<p>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.</p>	
LANGUAGE INSTRUCTION FOR LIMITED SPANISH PROFICIENT AND IMMIGRANT STUDENTS (CIRCULAR LETTER—7-2013-2014) CIVIL RIGHTS ACT 1964	

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

UNITS AND THEMES (ORGANIZED BASE ON 40 WEEKS)			
WEEK		WEEK	UNIT: 7.3 Poetry: Ode to Puerto Rico (5 weeks) CONT.
1	Teacher Training	21	
2	INTRODUCTIONS, ROUTINES, PROCEDURES, AND PRE-TEST	22	
	UNIT: 7.1 Being Puerto Rican through Folktales (7 weeks)		UNIT: 7.4 Author's Purpose (8 weeks)
3	Stories from my Home Country—Write a personal narrative—What does it mean to be Puerto Rican?	24	Integrated Assessment 7.3
4	Writing process—prewriting, drafting, revising	25	Using Persuasion, Use of Words, Types of Writing
5	Writing process—Editing with peers, final draft, and publishing	26	Summarizing in Your Own Words
6	Reader's Theater: Adapt a Puerto Rican Folktale in to a Play	27	Use of Connector Words
7	Modern Day Puerto Rican Folktales—Prewriting	28	Sentences: Subject and Object, Fragments and Run-on Sentences
8	Folktales: Problem and Solution and Character Analysis	29	
9	Creating a lesson with proverbs	30	
	UNIT: 7.2 Puerto Rico Travel Brochure (6weeks)	31	
10	Puerto Rican Culture, Travel Brochure	32	
11	Exploring Nonfiction Texts		UNIT: 7.5 Persuade and Present (5 weeks)
12	Background Knowledge, Reading Comprehension	33	Analyzing Political Cartoons, Persuasive Techniques, Write a Persuasive Political Cartoon
13	Word Meaning and Structure	34	Writing a Persuasive Speech, Analyzing Persuasive Writing
14	Connotation and Denotation	35	Write a Persuasive Essay
15	Writing Process, Prefix and Suffix	36	Debating Issues
16	Conventions of English Grammar, Writing Strategies	37	Review
	UNIT: 7.3 Poetry: My Identity (8 weeks)	38	META PR
17	Integrated Assessment 7.2	39	POST-TEST
18	Poetry Writing, Revise and edit Poem	40	FINAL TESTS
19	Place a Poem in Context		GRADES, AND OFFICIAL DOCUMENTS REQUIRED
20	PARTIAL TESTS AND GRADES AND		
	OTHER SCHOOL ACTIVITIES		OTHER SCHOOL ACTIVITIES
REQUIRED SIGNATURES			
Submitted by:	Date:	TEACHER'S SIGNATURE:	
		TEACHER'S NAME: Joanne Maldonado	
Certified by:	Date:	PRINCIPAL'S SIGNATURE:	
		PRINCIPAL'S NAME: Arlene Alvarado	

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

Parent' Signature



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