



GOBIERNO DE PUERTO RICO

**DEPARTAMENTO DE EDUCACION
 ESCUELA EUGENIO GUERRA CRUZ
 ESPECIALIZADA EN DEPORTES EN EL ALBERGUE OLIMPICO
 SALINAS, PUERTO RICO**

REGION : Caguas

SCHOOL DISTRICT : Guayama / Salinas

SCHOOL: Especializada en Deportes Eugenio Guerra Cruz en el Albergue Olimpico,

SCHOOL'S CLASSIFICATION: Specialized school in Sports

SCHOOL'S REFORM STRATEGY: Literacy Comprehension / Curriculum Integration

SYLLABUS FOR SCHOOL YEAR: 2017-2018

COURSE	CODE	CREDITS	PRE-REQUIERNMENT	GRADE
ENGLISH	INGL 121-1308	1	7TH GRADE ENGLISH	8TH
HIGH QUALIFIED TEACHER				
B.A SECONDARY EDUCATION, SPECIALTY: ENGLISH 33 credits M.A. BILINGUAL EDUCATION				
CLASSROOM	Parent's Meetings	EMAIL &/OR WEB PAGE		
301	Call to book a meeting 787-824-1534 By prior appointments	ecedao@gmail.com ecedao.org https://englishaponte20172018.blogspot.com/		
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. 				
TRANSFER OBJECTIVES PER UNIT				
The student:				
8.1 T1. The student will leave the class able to analyze plots of short stories. T2. The student will leave the class able to analyze characters' decisions in the stories they read and note how the decisions move the story.				
8.2 T1. The student will leave the class able to apply his/her knowledge of transformative decisions to the materials he/she reads. He/she understand the relationship between transformative decisions in memoirs and how these decisions fuel human experience. T2. The student will leave the class with the necessary ability to connect many texts and life experiences together. He/she will begin to read deeply at the authors of the works they read and will connect, not just to the written work, but to the person who wrote it. The student will be able to research and produce a letter to an author, expressing interest in both the author and his/her works. T3. The student will leave the class with the ability to engage in deep and meaningful discussions with peers and teachers based on the texts that have been read or heard aloud. He/she will bring his/her personal experiences to bear in these discussions, making personal connections to the text or illuminating key details or passages. T4. The student will leave the class able to apply his/her knowledge of the elements of a memoir to write his/her own memoir. He/she will				





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adapt writing techniques he/she has seen and will incorporate them into his/her own writing. The student will learn to share personal experiences in a manner that is balanced and honesty.

8.3

T1. The student will leave the class able to apply his/her knowledge of persuasive writing (skills and strategies) to draft a persuasive text to produce a persuasive piece. He/she will be able to apply research skills to any topic in a variety of situations to create a focused, well-organized, persuasive piece of writing.

T2. The student will leave the class with the writing skills to express a desired position in a written finished product. He/she will be able to use sentences, words, and tone to clarify concepts and engage readers.

T3. The student will be able to apply knowledge of the writing process to publish a final text. He/she will be able to use the writing process to create texts and use self-assessment of writing during revision to improve writing.

8.4

T1. The student will be able to apply his or her insights into the varying points of view of writers to develop his or her insights into the varying points of view of writers to develop personal essays with a strong sense of voice and perspective.

T2. The student will be able to identify and apply his/her own beliefs when writing a personal essay.

T3. The student will leave the class with the necessary skills to write his/her own personal essay.

8.5

T1. The student will apply his/her knowledge of adjectives, adverbs and mood in poetry to actively engage in writing sentences and develop mood in their writing.

T2. The student will analyze poetry to identify and discuss poetic elements.

8.6

T1. The student will leave the class able to recognize types of expository texts and use his/her knowledge of expository texts to analyze and write his/her own texts.

T2. The student will be able to distinguish facts from opinions and use this knowledge to inform his/her reading and writing.

COURSE EVALUATION PLAN

Area	Evaluation Activities	Points	Total Points	%
Assessment techniques and test	3 partial exams	70 points each one	210 points	70%
	3 short test of reading comprehension	70 points each one	210 points	
	3 oral presentations (PBL will be used in one or more)	50 points each one	150 points	
	3 short test related to the writing process	70 points each	210 points	
	4 assessment techniques	55 points each	220 points	
Performance Task	4 performance tasks	100 points each	400 points	30%
			1,400 total points	

NOTE: 1. The rubrics for the evaluations will be provided with the instructions of each activity.
 2. Project Based Learning will be used as an evaluation method ([Gold Standard PBL](#))

* What is Project Based Learning (PBL)?

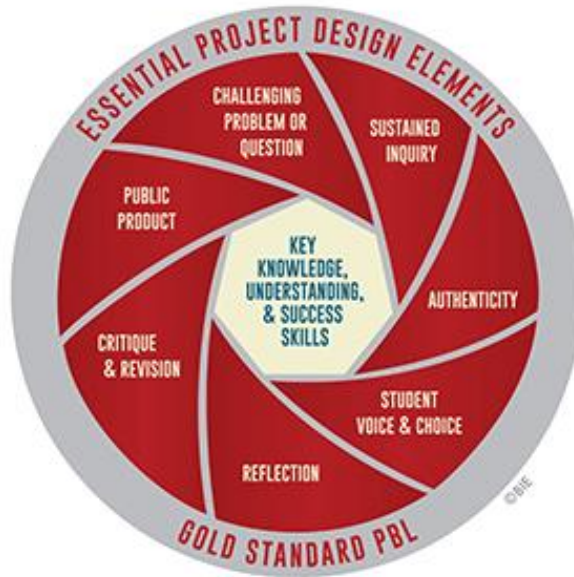
Project Based Learning is a teaching method in which the students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In [Gold Standard PBL](#), projects are focused on student learning goals and include Essential Project Design Elements:





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- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Evaluation Scale	General Point Average Scale
100-90 A	4.00 – 3.50 A
89-80 B	3.49 – 2.50 B





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79-70 C 69-60 D 59-0 F	2.49 – 1.60 C 1.59 – 0.80 D 0.79 – 0.00 F
REFERENCE TEXTS	
<ul style="list-style-type: none"> ✚ Scholastic Read XL Text Book ✚ Scholastic Read XL Practice Book ✚ All Write – a student handbook for Writing or Learning ✚ Prentice Hall – Writing For The Real World – a writer’s companion ✚ The teacher will be able to use other available texts from school and resources appropriate for the learning process. 	
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. 6. Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings. <p>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. 	<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 questions to demonstrate understanding of the subject. 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>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





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<ol style="list-style-type: none"> 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. 	<p>reading, writing, speaking, and listening at the college and career-readiness level.</p>
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SPECIAL EDUCATION: LAW 51 OF JUNE 7, 1996

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.

LANGUAGE INSTRUCTION FOR LIMITED SPANISH PROFICIENT AND IMMIGRANT STUDENTS (CIRCULAR LETTER—7-2013-2014) CIVIL RIGHTS ACT 1964

Essential Class Materials

<ol style="list-style-type: none"> 1. Two individualized writing notebooks 2. Two Blue or Black ink writing pen 3. English/Spanish Dictionary 4. English/English dictionary 5. White writing college paper 6. Color pencils 7. Round tip scissors 8. Correction fluid 9. Laptop (provided by ECEDAO) 	<ol style="list-style-type: none"> 10. Writing pencils 11. Pencil sharpener 12. Pencil eraser 13. Ruler 14. Yellow highlighter 15. Coloring book 16. Glue 17. Construction paper 18. Scotch tape 19. Masking tape 20. Legal size manila envelope
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UNITS AND THEMES (ORGANIZED BASED ON 40 WEEKS)

WEEK		WEEK	UNIT: 8.4 Personal Essay and Beliefs (6 weeks)
1	Teacher Training	21	Integrated Assessment 8.3
2	INTRODUCTIONS, ROUTINES, PROCEDURES, AND PRE-TEST	22	Teaching Vocabulary, Personal Essay, Building Background
	UNIT: 8.1 Analyzing Character’s Decisions (6 weeks)	23	Exploring Character and Personal Beliefs
3	Reading Response Essay—Write a five paragraph essay using the writing process	24	Use of Coma, Colon, Semicolon. Meaning of Punctuation





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4	Writing process—prewriting, drafting, revising	25	
5	Writing process—Editing with peers, final draft, and publishing	26	
6	Writing My Short Story—Use Plot Elements & Character Analysis		UNIT: 8.5 Poetry (5 weeks)
7	Plot Development—Main Character	28	Mood in Poetry, Elements of Poetry, Reading and Writing Poetry
8	Mood—Setting—Supporting Characters	29	Parts of Speech
	UNIT: 8.2 Memoirs and Transformative Decisions (6 weeks)	30	Analyzing Poetry
9	Main Idea, Reading and Analyzing Memoirs	31	My Poem
10	Connection Between Author and his/her Written Work	32	Creating Poetry from Music
11	Writing Process, Engaging in Discussions About Memoirs	33	
12	Suffixes, Main Idea/Theme		UNIT: 8.6 Expository Text (5 weeks)
13	Write a Letter to an Author	34	Integrated Assessment 8.4, Expository Text Features, Fact and Opinion
14	Learning How to Write my Memoir	35	Reading a Newspaper Article, 5 Ws Questions
15	Pre-Reading, During Reading, After Reading Activities	36	Analyzing Healthy Choices, Reading Recipes
	UNIT: 8.3 Persuasive Letter (6 weeks)	37	META
16	Integrated Assessment 8.2	38	META
17	Writing a Persuasive Letter, Types of Writing, Tone on a Sentence, Listening Skills	39	POST-TEST
18	Graphic Organizer, Persuasive Graphic Organizer	40	FINAL TESTS
19	Writing a Persuasive Outline, Persuasive Writing		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:	
Certified by:	Date:	PRINCIPAL'S SIGNATURE:	
		PRINCIPAL'S NAME:	

***This syllabus is subject to change at any time throughout the school year 2017-2018. Parents and students will be notified of any changes in the process of the school year 2017-2018.**

 Parent' Signature

 Date

