



**REGION:** Caguas  
**SCHOOL DISTRICT:** Guayama/Salinas  
**SCHOOL:** Escuela Eugenio Guerra Cruz, Especializada en Deportes en el Albergue Olímpico  
**SCHOOL'S CLASSIFICATION:** Transition  
**SCHOOL'S REFORM STRATEGY:** Literacy Comprehension

COURSE	CODE	CREDITS	PRE-REQUISITOS	GRADE	
ENGLISH	INGL	1	10TH GRADE ENGLISH	11TH	
<b>HIGHLY QUALIFIED TEACHER</b>		W. Meyers Santiago			
Academic Year: 2018-2019		Academic Preparation: BA			
CLASSROOM	Office Hours	EMAIL &/OR WEB PAGE			
5	Day A 2:40-4:00pm – (use cellphone number or email to set up appointments)	<b>939-644-6423</b> <a href="mailto:meyerssantiago@gmail.com">meyerssantiago@gmail.com</a> <a href="http://meyersenglish.blogspot.com/">http://meyersenglish.blogspot.com/</a>			
COURSE DESCRIPTION					
This is an 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"> <li>1. Become college and career ready through listening, speaking, reading, writing, and language communication skills.</li> <li>2. Feel comfortable expressing ideas, feelings, and opinions in English.</li> <li>3. Develop a sense of success, security, and achievement as they learn to improve English language skills.</li> <li>4. Use English in a variety of real-life situations.</li> </ol>					
COURSE EVALUATION PLAN					
Area	Evaluation tools		Value	Total Value (Points)	Relative Weight
Assessments techniques and tests	<u>6</u>	<u>Short Tests</u>	<u>50</u> points each	<u>300</u>	58%
	<u>2</u>	<u>Project Based Learning</u>	<u>200</u> points	<u>200</u>	
	<u>30</u>	<u>Journal Entries</u>	<u>10</u> points each	<u>300</u>	
Performance Task (Projects):	#1 Memoirs/Oral Presentation #2 Narrative Writing #3 Persuasive Speaking/Writing #4 Short Story Writing/ Film Script #5 Annotating/Research Project #6 Poetry/ Drama		<u>100</u> points each	<u>600</u>	42%
<b>Total Points: 1,400</b>					
<b>Note: Rubrics and evaluation criteria will be given with each activities' instructions and requirements.</b>					



## Required Materials

- 1 notebook (preferably individual; not division)
- 1 large/legal size manila envelop
- 1 pocket folder (for keeping handouts, worksheets, and projects organized)
- pencils, erasers, and any other writing materials
- Merriam-Webster's Essential Learner's English Dictionary [\$9.95] [optional]
- Larousse Concise Dictionary: Spanish-English [\$12.95] [optional]

## General Notes

1. Students must comply with the classroom rules (which will be given separately).
2. Students must complete daily classwork, assignments, projects, tests, and other assessments.
3. In case of absences, students are responsible for the given material and must bring a valid excuse.
4. Students who belong to the Special Education Program, 504, or AEI will receive accommodations according to what is established in their Educational Plan.
5. **This syllabus is subject to change at any time depending on circumstances.**

### Evaluation Scale

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

### General average scale

4.00-3.50	A
3.49-2.50	B
2.49-1.60	C
1.59-0.80	D
0.70-0.00	F

## STANDARDS AND EXPECTATIONS

### STANDARD 1: LISTENING:

1. Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.

### STANDARD 2: SPEAKING:

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.

### STANDARD 3: READING:

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.

### STANDARD 4: WRITING:

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.

### STANDARD 5: LANGUAGE:

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.



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.		
<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>			
<b>UNITS AND THEMES (ORGANIZED BASED ON 40 WEEKS)</b>			
<b>WEEK</b>		<b>WEEK</b>	<b>UNIT: 11.4 It's a Mystery! (6 weeks)</b>
1	<b>Faculty and Parent-teacher meetings</b>	21	Context Clues, Point of View, Setting in Fiction
2	<b>INTRODUCTIONS, ROUTINES, PROCEDURES, AND PRE-TEST</b>	22	Explain a Process Integration; Compare and Contrast
	<b>UNIT: 11.1 Memoir – My Point of View (6 weeks)</b>	23	Expository Journal Entries
3	Integrated Assessment 11.1—Memoirs Read Aloud and Compare them	24	Structure and organization of the Detective Novel Genre, Figurative Language
4	Oral Presentation on Independent Reading—Analyzes Opinions—Poster or Handouts related to Memoir	25	Writing a Mystery Short Story
5	Oral Presentation on Independent Reading on Memoirs	26	Journal Entries/ Cause and Effect
6	Memoir Choice—Types of Essays—Writing Process		<b>UNIT: 11.5 History fiction using informational text (6 weeks)</b>
7	My Memoir Writing Process—(Prewriting, Drafting, Revising)	27	Integrated Assessment 11.3
8	Writing process—(Editing with peers, final draft, and publishing)	28	Research Techniques, Research Project
	<b>UNIT: 11.2 Identity: The Personal Narrative (5 weeks)</b>	29	Compare and Contrast two Forms of Writing, Write a Critical Essay
9	Parts of the Plot, Correct Grammar, Run-on Sentences and Sentence Fragments	30	How to Read a Rubric
	Literacy Journal, Personal Narrative-Analyzing Character, Narrative Essay	31	
10	Narrative Book Report		
12	Cause and Effect and Character Development	32	<b>UNIT: 11.6 Create! (Poetry) (5 weeks)</b>
13	Reading Strategies Establishing Cause and Effect, Making predictions and Inferences	33	Integrated Assessment 11.4
	<b>UNIT: 11.3 As I see it: Persuasion (7 weeks)</b>	34	Poem Read Aloud and Map the Heart Activity, and Poem Analysis
14	Integrated Assessment 11.2	35	Imagery, Figurative Language and Symbolism
15	Persuasive Essay, Writing process	36	PPAA
16	Main Idea, Fact and Fiction	37	PPAA
17	Write an Editorial	38	<b>POST-TEST</b>
18	Understanding Editorials Through Questioning	<b>39</b>	<b>FINAL TESTS</b>
19	Different Purpose of Writing	<b>40</b>	<b>GRADES, AND OFFICIAL DOCUMENTS REQUIRED</b>
20	<b>PARTIAL TESTS AND GRADES AND OTHER SCHOOL ACTIVITIES</b>		OTHER SCHOOL ACTIVITIES



**REQUIRED SIGNATURES**

Submitted by: W. Meyers	Date:	TEACHER'S SIGNATURE: 
		TEACHER'S NAME: W. Meyers Santiago
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 be notified in advanced.*

Cut along the dotted line below and return the paper slip to the teacher within a week.



\_\_\_\_\_  
Parent's Name in Print

\_\_\_\_\_  
Student's Name and Group

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

