



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

Table with 5 columns: COURSE, CODE, CREDITS, PRE-REQUISITOS, GRADE. Includes sections for HIGH QUALIFIED TEACHER, CLASSROOM, CAPA. TADO, EMAIL &/OR WEB PAGE, COURSE DESCRIPTION, GENERAL OBJECTIVES, and TRANSFER OBJECTIVES PER UNIT.





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T1. The student will leave the class able to use the knowledge of current events to become a more informed citizen, better able to analyze and evaluate arguments, form opinions, debate issues, and stand up for what he/she believes in. The student will read and write informational texts to demonstrate his/her depth of understanding and ability to communicate with accurate and appropriate English

12.5

T1. The student will leave the class able to use his/her knowledge of the persuasive genre and its elements to better identify author's point of view, express opinions, and influence change in the community. The student will read and write about current events using a variety of writing styles to express and present ideas with convincing and accurate English while also using figurative language and a variety of visual and social media.

12.6

T1. The student will leave the class able to use his/her knowledge of the techniques and elements used in poetry and drama to read, write, analyze and perform poems and plays. The student will be able to use the genre to more effectively convey a message of social change and self-expression, to better understand and express his or her ideas and thoughts, and the issues of their society.

COURSE EVALUATION PLAN

Table with 5 columns: Area, Evaluation Activities, Points, Total Points, and %. It details assessment techniques and performance tasks with their respective point values and percentages.

- 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)?

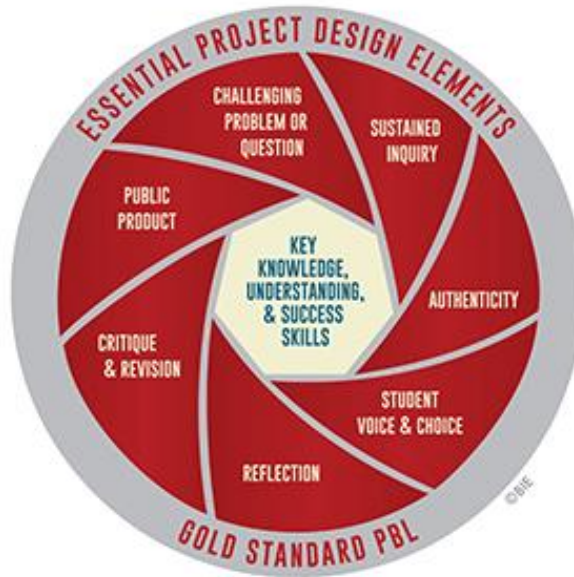
Project Based Learning is a teaching method in which the students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In Gold Standard PBL, projects are focused on student learning goals 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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<b>79-70 C</b> <b>69-60 D</b> <b>59-0 F</b>	<b>2.49 – 1.60 C</b> <b>1.59 – 0.80 D</b> <b>0.79 – 0.00 F</b>
<b>REFERENCE TEXTS</b>	
<ul style="list-style-type: none"> <li>✦ <b>Prentice Hall Literature Timeless Voices, Timeless Themes – Silver Level</b></li> <li>✦ <b>Elements of Literature – sixth course – The Holt Reader An Interactive Work text</b></li> <li>✦ <b>All Write – a student handbook for Writing or Learning</b></li> <li>✦ <b>Prentice Hall – Writing For The Real World – a writer’s companion</b></li> </ul> <p><b>The teacher will be able to use other available texts from school and resources appropriate for the learning process.</b></p>	
<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>1. Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.</li> <li>2. Evaluate information and determine appropriate responses to answer questions effectively.</li> <li>3. Contribute to social, academic, college, and career conversations using accurate and appropriate language.</li> <li>4. Provide, justify, and defend opinions or positions in speech.</li> <li>5. Adjust language choices according to the task, context, purpose, and audience.</li> <li>6. 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 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> </ol>	<p><b>STANDARD 4: WRITING:</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support point of view using valid reasoning and sufficient evidence.</li> <li>2. 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>3. Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.</li> <li>4. Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).</li> <li>5. Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.</li> <li>6. Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.</li> <li>7. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>8. Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.</li> </ol> <p><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</li> </ol>





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

WEEK		WEEK	UNIT: 12.4 Then and now: Examining historical texts and current events (5 weeks)
1	<b>Teacher Training</b>	21	Cause and Effect; Problem Solution
2	<b>INTRODUCTIONS, ROUTINES, PROCEDURES, AND PRE-TEST</b>	22	Comparing Current and Historical Events
	<b>UNIT: 12.1 My journey so far: Biography, autobiography, memoir (6 weeks)</b>	23	Compare and Contrast two Form of Text
3	Integrated Assessment 12.1—Before and After	24	Debatible Issues
4	Independent Reading—Reading and Response Log	25	Current Events Discussions and Debates
5	Write an argumentative essay to defend or challenge a quotation		<b>UNIT: 12.5 See it my way: Persuasion &amp; debating issues affecting Puerto Ricans (6 weeks)</b>
6	Flash-Forward/Flashback Narrative	26	Integrated Assessment 12.3





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7	Write a five paragraph essay explaining how a character's journey leads to growth— Writing Process (Prewriting, Drafting, Revising)	27	Persuading the Principal and Editor
8	Writing process—(Editing with peers, final draft, and publishing)	28	Debate and Issue-Evaluating Speeches
	<b>UNIT: 12.2 Walking into the future: Career research project (7 weeks)</b>	29	Letter to the Editor
9	Writing process- Editing	30	Main Idea
10	Occupational Summaries	31	Theme of the Topic
11	Literacy Journals		<b>UNIT: 12.6 Poetic Justice (6 weeks)</b>
12	Organization Techniques for Expository Writing	32	Integrated Assessment 12.4
13	Career Options Research Paper	33	Poetry(Analysis Project, Read Aloud, Tableau Poetry Presentation, Anthology and Café, Six Room Image Poem)
14		34	Literacy Journals
15		35	Dialogue Study
	<b>UNIT: 12.3 The long and short of it: Fictional novels and short stories (6 weeks)</b>	36	<b>META</b>
16	Integrated Assessment 12.2	37	<b>META</b>
17	Let Me Tell You What Really Happened	38	Mood Collage
18	Character Traits	<b>39</b>	<b>POST TEST AND FINAL TESTS</b>
19	Open and Close ended questions, Character Development	<b>40</b>	<b>GRADES, AND OFFICIAL DOCUMENTS REQUIRED</b>
20	<b>PARTIAL TESTS AND GRADES AND OFFICIAL DOCUMENTS REQUIRED</b>		
	<b>OTHER SCHOOL ACTIVITIES</b>		<b>OTHER SCHOOL ACTIVITIES</b>
<b>REQUIRED SIGNATURES</b>			
Submitted by:	Date: August 8, 2017	TEACHER'S SIGNATURE:	
		TEACHER'S NAME: Jesse Aponte	
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.***

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Parent' Signature

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Date

