



**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 121-1309	1	8TH GRADE ENGLISH	9TH
<b>HIGHLY QUALIFIED TEACHER</b>		W. Meyers Santiago		
<b>Academic Year:</b> 2020-2021		<b>Academic Preparation:</b> BA		
CLASSROOM	INSTITUTIONAL PERIOD	PHONE, EMAIL, & WEB PAGE		
<b>5</b>	12:00pm-5:00pm - Fridays (Parents, please use cellphone number or email to notify the teacher ahead of time)	<b>939-644-6423</b> de148830@miescuela.pr		

**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

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**

Area	Evaluation tools		Value	Total Value (Points)	Relative Weight
Assessments techniques and tests	<u>5</u>	<u>Quizzes</u>	<u>20</u> points each	<u>100</u>	40%
	<u>20</u>	<u>Journal Entries</u>	<u>15</u> points each	<u>300</u>	
Performance Task (Projects):	#1 Elements of Literature #2 Autobiography/Biography #3 Annotated Article/Plagiarism #4 Persuasive Writing/Speaking #5 Modern Fairy Tales #6 Poetry/ Drama		<u>100</u> points each  ( <u>May be divided into short assignments</u> )	<u>600</u>	60%

**Total Points: 1,000**

**Note: Rubrics and evaluation criteria will be given before each activity with clear instructions and requirements.**

**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] OR <https://learnersdictionary.com/>
- Larousse Concise Dictionary: Spanish-English [\$12.95] OR <https://www.wordreference.com/>



### General Course Details

1. Students must comply with the classroom rules (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 provide 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. Teacher will give advanced notice of changes.**

#### 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.
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.

#### 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.

### 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 student's Individualized Educational Program (IEP). An accommodation is a variation in the learning environment or process that does not fundamentally alter what is being taught and assessed. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format which is done in coordination with the Special Education Teacher.



El Departamento de Educación no discrimina por razón de raza, color, sexo, nacimiento, origen nacional, condición social, ideas políticas o religiosas, edad o impedimento en sus actividades, servicios educativos y oportunidades de empleo.

LANGUAGE INSTRUCTION FOR LIMITED SPANISH PROFICIENT AND IMMIGRANT STUDENTS (CIRCULAR LETTER—7-2013-2014) CIVIL RIGHTS ACT 1964			
UNITS AND THEMES (ORGANIZED BASED ON 40 WEEKS)			
WEEK		WEEK	UNIT: 9.4 It's a matter of opinion: Persuasion (6 weeks)
1	Faculty and Parent-teacher meetings; Professional Development	21	Identifying Persuasive Text in Social Media
2	INTRODUCTIONS, ROUTINES, PROCEDURES, AND PRE-TEST	22	Evaluating Effectiveness of Persuasive Texts in Social Media
	UNIT: 9.1 Genres Overview, Elements of Fiction (6 weeks)	23	Evaluating Effectiveness of Persuasive Texts in Social Media
3	Reviewing the writing process - Prewriting, Drafting, Revising	24	Persuasive Techniques and Language, Analyzing Persuasive Speech
4	Writing process—Editing with peers, final draft, and publishing	25	Persuasive Techniques and Language, Analyzing Persuasive Speech
5	Write a short composition explaining goals for English class	26	Persuasive Techniques and Language, Analyzing Persuasive Speech
6	Elements of Fiction—Identifies elements of fiction		UNIT: 9.5 Making connections: Responding to what we read (5 weeks)
7	Reading and analyzing a fiction work – story map	27	Characterization, Character Traits, Character Blog
8	Reading and analyzing a fiction work – story map	28	Characterization, Character Traits, Character Blog
	UNIT: 9.2 Communicating my ideas: (4 weeks)	29	Analyzing Fairy Tales, Legends and Myths, Character Blog
9	Autobiography vs Biography	30	Analyzing Fairy Tales, Legends and Myths, Character Blog
		31	Analyzing Fairy Tales, Legends and Myths, Character Blog
10	Autobiography vs Biography		UNIT: 9.6 Figuratively speaking (6 weeks)
12	Autobiography vs Biography	32	Analyzing Figurative Language
13	Word Journals	33	Different Forms of Poetry, Poetry Anthology
	UNIT: 9.3 Communicating about our world through informational texts (6 weeks)	34	Evaluating Film Depictions of Written Stories
14	Determining Main Idea, Supporting Details	35	Elements of Drama and Poetry
15	Annotating an Article	36	Elements of Drama and Poetry
16	Annotating an Article, Text features	37	Reading Poems and Dramas Fluently
17	Plagiarism	38	Reading Poems and Dramas Fluently
18	Bibliography, Citation, Reference, Resource	39	POST TEST FINAL TESTS
19	Bibliography, Citation, Reference, Resource	40	GRADES, AND OFFICIAL DOCUMENTS REQUIRED
20	PARTIAL TESTS AND GRADES AND OTHER SCHOOL ACTIVITIES		

*\*This syllabus is subject to change at any time in agreement with school principal. Parents will be notified in advance.*

SIGNATURES			
Submitted by: W. Meyers	Date: August 11 <sup>th</sup> , 2020	TEACHER'S SIGNATURE:	
		TEACHER'S NAME:	W. Meyers Santiago
Certified by:	Date:	PRINCIPAL'S SIGNATURE:	
		PRINCIPAL'S NAME:	

