**SYLLABUS FOR SCHOOL YEAR: 2015 - 2016**

**English as a Second Language (10TH)**

**Teacher’s Name: Mr. Mr. Víctor Meléndez Professional Hour: Wed. and Friday 8:25-9:10am**

**Credits: 1 credit course**

**Text book: Pearson KeyStone Level D**

**Author: Anna UHL Chamot, John de Mado, Sharraky Hollie**

**ISBN: 14284348941 Year: 2013**

**Pearson Keystone Workbook Level D**

**Author: Anna UHL Chamot, John de Mado, Sharraky Hollie**

**ISBN: 9781428435087 Year: 2013**

**I. Course Description**

This is a high school 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. This curriculum has been developed with the purpose of mediating the students’ acquisition of knowledge as well as the development of the competencies and linguistics skills appointed at promoting their personal, cultural, social, ethnical, and aesthetical growth by providing the needed educational experience for effective communication of the English language.

**II. Objectives of the Course**

At the end of the course, the students will be able to:

1. Encourage all students to reach their potential through the development of the ability to communicate effectively in English using the four content standards of the program: oral communication, written communication, reading comprehension, and literary appreciation.

2. Prepare all students to acquire life skills and communication skills in English that will enable them to perform effectively in higher learning academic and technical scenarios, encouraging them to become life-long learners.

3. Prepare students to access, organize, and evaluate information obtained through technological or electronic means for developing reading, writing, listening and speaking skills.

4. Develop critical thinking in all of them to reach conclusions in their interpersonal encounters.

5. Develop the need of being informed and responsible citizens in society.

6. Integrate values in the process of learning in order for students to have a special encounter with God and their life-long experiences.

**III. Evaluation Criteria and Additional Readings**

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|  | **IV. Evaluation Criteria** | |
| **2** | **Tests (per trimester)** | **100 pts. each test** |
| **10** | **Quizzes (per trimester)** | **10 pts. each quiz** |
| **10** | **Journal/ Reflexive Diary**  **(per trimester)** | **10 pts. each journal entry** |
| **\*varies** | **Classroom/daily work** | **5 pts. each work** |
| **10 approx.** | **Homework (per trimester)** | **10 pts. Each assignment** |
| **1-2 approx.** | **PowerPoint Presentations** | **50 pts. each presentation** |
| **2** | **Oral Reports** | **25 pts. each report** |
| **2** | **Essays** | **25 pts. each essay** |
| **1** | **Reading Report** | **100 pts.** |
|  | **Total Points:** | **900 pts. approx.** |

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| **Grade Scale** | |
| **89.5 - 100** | **A** |
| **79.5 - 89** | **B** |
| **69.5 - 79** | **C** |
| **59.5 - 69** | **D** |
| **0 - 59** | **F** |

**\*\*\*Total of points per trimester will be 800 – 1,100. \*\*\***

**\***Additional readings will be assigned by the teacher, if it is needed. Independent reading will be assigned according to the skills that need to be covered in class. However, reading may vary depending on the teacher.

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| **Course Content** | | | |
| **Unit** | **Reading** | **Writing** | **Listening & Speaking** |
| **Unit I: “What is light”** | * **“A game of Light and Shade”** * **“Visiting the Edison Museum”** * **“Grandmother Spider Brings the Sun”** * **“The Eye of Conscience”** | * **Compound Words** * **Adjective order** * **Descriptive paragraph** * **Adverb clause** * **Antonyms** * **Prepositions** * **Summarize and Critique** * **Procedure Document** | * **N/A** |
| **Unit II: “How are growth and change related”** | * **“How Seeds and Plants grow”** * **“Two Brothers and the Pumpkin Seeds”** * **“Roll of Thunder Hear my Cry”** * **“Abuela invents the Zero”** * **“Horses and Eagles”** | * **Sequence words** * **Story with starter** * **Conditional Sentences** * **Simple Past and Present Perfect** * **Have to +verb** * **Punctuation and emphasis** | * **Long “A”, “I”. and “OU”** * **Idioms** |
| **Unit III: “How can we tell what is right”** | * **“The Golden Serpent”** * **“I love Pluto”** * **“Maria Anderson: A voice of change”** * **High School Debate Student Uniforms”** | * **Irregular Plurals** * **Indefinite pronouns** * **Persuasive paragraph and essay** * **Synonyms** * **Analogies** * **Superlative Adjectives** * **Opinions** | * **Long and Short Vowels** |
| **Unit IV: “Can we think with the Heart”** | * **“The Story of my Life”** * **Ginger for the Heart”** * **“To Capture a Wild Horse”** | * **Possessive Adjectives** * **Contractions** * **Present and Past Progressive** * **Writing Summaries** * **Imperatives** * **Compound and Complex Sentences** * **Critical Analysis** * **Types of Pronouns** |  |
| **Unit V: : “What can we learn from Times of War”** | * **“World War I”** * **“Poems”** * **“Farewell to Manzanar”** * **“Sonnet to My Brother, a Soldier and he died in his past”** | * **Appositives** * **Cause and effect paragraph** * **Contrast and opposition** * **Problem and solution paragraph** * **Capitalization** | * **Homophones** * **Oral Report** |
| **Unit VI:What makes animals so amazing”** | * **“ The Parrto who couldn’t say “Cataño”** * **“Poems”** * **“Caesar Kleberg: A Man Ahead of His Time”** | * **Introductory paragrapgh** * **Relative pronouns** * **Support main idea** * **Quotations an citations** * **Negative and contractions** * **Preparing an oral report** * **Gerunds and infinites.** * **Typical an atypical order.** | * **Oral report free topic** |

**\*\*\*To enhance the learning process of all students, this course evaluation plan has been aligned with the standards and expectations for grade 10th from the Department of Education of Puerto Rico.\*\***

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| **STANDARDS AND EXPECTATIONS** | |
| **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.  **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. |

**IV. Comments from the teacher:**

1. Students with special needs will receive the reasonable accommodation according to their needs.

2. Every ten (10) weeks parents will receive report cards of their corresponding child.

3. The teacher will encourage the use of technology at all times. Blog work is going to be required.

4. Students are responsible for the work done in class, if not, the grade will be penalized. If the student is absent he/she will have to go online to check for assigned work. The teacher will try to upload all material, announcements and deadlines in the blog. The class blog address is: <http://mistermelendez.weebly.com> (under blog).

5. Students will be announced a test three days in advance. Students who are absent will take the test as soon as they attend to class. Medical excuse must be given to the teacher to evidence the absence.

6. Parents who would like to talk to the teacher will have to make an appointment at the office for its respective professional hour.

7. Quizzes will not be announced, they will be used to reinforce skills.

8. Extra work and efforts in the learning process will be compensated with bonus points.

9. We will use a few stories that are not in the textbook. The teacher will provide the handout and the option to download the story from the class blog.

**10. Everything in this syllabus is subject to change.**

Teacher's signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

