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

**English as a Second Language (11TH)**

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

**Credits: 1 credit course**

**Text book: Pearson KeyStone Level E**

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

**ISBN: 14284348941 Year: 2013**

**Pearson Keystone Workbook Level E**

**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 linguistic 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. Course Evaluation Plan per trimester and Additional Readings**

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| **Quantity** | **Evaluation Criteria** | **Points** |
| 2 | Tests | 200 |
| 5 | Quizzes (20 pts. each) | 100 |
| 5 | Reflections (20 pts. each) | 100 |
| 10 approx. | Daily work (20 pts. each) | 100 |
| 5 approx. | Homework | 100 |
| 1 | PowerPoint Presentations/Prezy | 100 |
| 5 | Oral Reports (20 pts. each) | 100 |
| 1 | Reading Report - Essay | 100 |
| 5 approx. | Blog work (20 pts. each) | 100 |
| 5 | Language Development (20 pts. each) | 100 |

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

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

| **Course Content** | | | |
| --- | --- | --- | --- |
| **Unit** | **Reading** | **Writing** | **Listening & Speaking** |
| **Unit I: “Why should we reach out to other?”** | * **“ From Crisis Cross”** * **“Sally Morgan and Cowboys”** * **Figurative Language and Poetic Devices.** | * **Compound and complex sentences** * **Can/Can’t ability or possibility** * **simple present** * **Complex, Compound-complex sentences.** * **Poetry Writing** * **Possessive case** * **Descriptive paragraph** * **Descriptive essay** | * **N/A** |
| **Unit II: “What Shapes our identity”** | * **“Finding Miracles”** * **“ A Conversation with Julia Alvarez”** * **“An Interview with An Na”** * **“A Step From Heaven”** * **“Learning English”** * **Tears of Sorrow and Joy.”** | * **Modals, Ability, Possibility or necessity.** * **Expository paragraph** * **Have to +verb necessity and suppose to be (ing) for expectation.** * **Cause and effect paragraph** * **Compound words** * **Factual conditionals** * **Restrictive and non-restrictive.** * **Write a short story.** * **Expository essay.** | * **Long “a” sound** |
| **Unit III and VI: “When should you take a stand?”**  **“Do thing really change?”** | * **“The graduates Driver’s License program and music in the cafeteria”** * **Date Line: Troy** | * **Persuasive paragraph** * **Subjunctive mood** * **Reported Speech** * **Passive form modals.** * **Subjunctive mood Analytical Essay** * **Introductory Paragrapgh** * **Citations and Quotations** * **Paraphrase and citation** * **Supporting ideas with examples.** | * **N/A** |
| **Unit IV: “How do conflicts affects us?** | * **“Romeo and Juliet”** * **“From conflict Resolution”** | * **Antonyms** * **Compare and contrast paragraph** | * **Short and long “u” sound** |

**\***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.

**\*\*\*To enhance the learning process of all students, this course evaluation plan has been aligned with the standards and expectations for grade 11th 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.

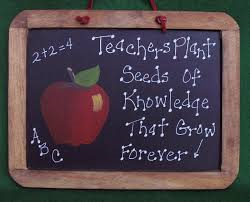
9. We will use a few stories that are not in the textbook. The teacher will provide the handout and the option to download the story from the class blog.

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

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

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

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

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