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

 **English as a Second Language (8TH)**

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

**Credits: 1 credit course**

**Text book: Pearson KeyStone Level B**

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

**ISBN: 14284348941**  **Year: 2013**

**Pearson Keystone Workbook Level B**

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

**ISBN: 9781428435087 Year: 2013**

1. **Course Description**

This is an intermediate 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. In addition, the English program 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.

1. **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** | **Grades** |
| **100-89.5** | **A** |
| **89-79.5** | **B** |
| **79-69.5** | **C** |
| **69-59.5** | **D** |
| **59-0** | **F** |

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| **Course Content** |
| **Unit** | **Reading** | **Writing** | **Listening & Speaking** |
| **Unit I:** **“How does the natural world affect us”**  | * **“Ali, Child of the Desert”**
* **“Desert Women”**
* **“Blowing up a Storm”**
 | * **Subject verb agreement**
* **Non count nouns and Irregular Plurals**
* **Appositive**
* **Compound Nouns**
 | * **Long “a”**
* **Oral Report: “My secret recipe”**
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| **Unit II:****“Where can a journey tae you?”**  | * **“Tales from the Odyssey”**
* **“ Migrating Caribou and Magnets in Animals”**
 | * **Regular and Irregular Verbs**
* **State of Being ( Past)**
* **Active and Passive voice**
* **Plural Nouns**
* **Nouns and Adjectives**
 | * **N/A**
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| **Unit IV: “Can we see as it happens”**  | * **“Through my Eyes”**
* **“Harlem, Then and Now”**
* **“Tar Beach”**
* **“Harlem” and Dreams”**
* **“ The Intersection”**
 | * **Persuasive essay**
* **Present Perfect and Past Participle**
* **Proper Nouns**
* **Conjunctions**
* **Possessive Nouns Adjectives**
* **Synonyms**
 | * **Long ‘e’ sound**
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| **Unit V: “Why do we explore new frontiers”**  | * **“River of tomorrow”**
* **“River Song and Morning Prayer song”**
* **“The Greatest Cowboy of all Time”**
* **“The Cowboy Era”**
 | * **Past perfect**
* **Compound and Complex Past Perfect**
* **Imperatives**
* **Phrases and clauses**
* **Comparative and superlative**
* **Compound words**
 | * **Long “a” and “e”**
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| **Unit VI: “How do we know what is true?”**  | * **“The War of the Worlds”**
* **How Gloosskap Found the Summer”**
* **Persephone and the pomegranate seeds”**
 | * **Antonyms**
* **Statements and quotations**
* **Colons and semicolons**
 | * **Long “I” sound**
* **Movie: War of the Worlds**
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**\***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 8th 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.
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**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: \_\_\_\_\_\_\_\_\_\_\_\_\_

