SYLLABUS FOR SCHOOL YEAR: AUGUST-MAY 2015-2016

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>CREDITS</th>
<th>PRE-REQUISITOS</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>INGL</td>
<td>9TH</td>
<td>9TH GRADE ENGLISH</td>
<td>10TH</td>
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HIGH QUALIFIED TEACHER
Prof. Jackeline Rodriguez Medina

WEB PAGE
Website: www.bes-lmi.edu20.org

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.

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Newspaper</th>
<th>Monthly Book Reports</th>
<th>Workbook (assignments, works done in class)</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Notebook</td>
<td>Argumentative Speech</td>
<td>Poem recitation</td>
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<tr>
<td>Written Projects (essays, informational text, poems, stories, and others)</td>
<td>Oral presentations</td>
<td>Scarlet Letter Project</td>
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Note:
All work submitted late will have 5 points less for each day late. The student will have five working days to hand in the work. Otherwise, the assignment will not be accepted. The BOOK REPORTS HAVE A DATE SET FOR submission through www.bes-lmi.edu20.org, THEREFORE, THEY WILL NOT BE ACCEPTED AFTER SUCH DATE. (Regardless of the person).

COURSE MATERIALS

<table>
<thead>
<tr>
<th>Notebook</th>
<th>Dictionary</th>
<th>Scarlet Letter Novel</th>
<th>Crayons/ Color pencils</th>
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</thead>
<tbody>
<tr>
<td>Pend drive</td>
<td>Grammar, Usage, &amp; Mechanics Skill book Level I</td>
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</table>

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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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### 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 (IEP). An accommodation is a variation in the exam environment or process that does not fundamentally alter what the test
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### LANGUAGE INSTRUCTION FOR LIMITED SPANISH PROFICIENT AND IMMIGRANT STUDENTS (CIRCULAR LETTER—7-2013-2014) CIVIL RIGHTS ACT 1964

### UNITS AND THEMES

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
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<tr>
<td><strong>1) Types of Conflict</strong>&lt;br&gt;a. Character vs character&lt;br&gt;b. Character vs self&lt;br&gt;c. Character vs nature&lt;br&gt;d. Character vs society&lt;br&gt;2) Structure of a narrative&lt;br&gt;a. Patterns, outline, review the writing process&lt;br&gt;3) Editing marks&lt;br&gt;4) Plot structure&lt;br&gt;a. Diagram&lt;br&gt;b. Analyzing the plot</td>
<td><strong>1) Short story/ novel</strong>&lt;br&gt;a. Read the novel <em>The Scarlet Letter</em>&lt;br&gt;b. Theme, character, plot, antagonist, protagonist&lt;br&gt;c. Types of characters&lt;br&gt;i. Static, dynamic, flat, round&lt;br&gt;d. Character traits &amp; Analyze the character&lt;br&gt;2) Transitions&lt;br&gt;a. Transitional words &amp; transitional phrases&lt;br&gt;3) Persuasive essay&lt;br&gt;a. Organizational patterns&lt;br&gt;b. Structure&lt;br&gt;c. Outline&lt;br&gt;d. Pros and cons&lt;br&gt;e. Thesis/ argument&lt;br&gt;4) Compare and contrast&lt;br&gt;a. Techniques, structure, outline, thesis, evidence</td>
<td><strong>1) Main idea</strong>&lt;br&gt;a. Supporting detail&lt;br&gt;2) Summary&lt;br&gt;a. Structure&lt;br&gt;b. Point of view&lt;br&gt;3) Compare and contrast&lt;br&gt;4) Analyze a character&lt;br&gt;a. Development and traits&lt;br&gt;5) Context clues</td>
<td><strong>1) Closed and open-ended questions</strong>&lt;br&gt;a. Types of questions&lt;br&gt;b. Answer and formulate questions&lt;br&gt;2) Main idea&lt;br&gt;3) Point of view in nonfiction&lt;br&gt;4) How to make connections to text&lt;br&gt;5) Compare and contrasts technique&lt;br&gt;6) References&lt;br&gt;a. APA style&lt;br&gt;i. Cite evidence&lt;br&gt;ii. Write references&lt;br&gt;iii. Quotations&lt;br&gt;b. Plagiarism&lt;br&gt;7) Fact and opinion&lt;br&gt;a. Differences</td>
<td><strong>1) Poetry</strong>&lt;br&gt;a. Tone, voice, mood&lt;br&gt;b. Figurative language&lt;br&gt;i. Imagery, symbolism, allegory, alliteration, hyperbole, metaphor, ode, onomatopoeia, personification, simile&lt;br&gt;c. Prose, verse&lt;br&gt;d. Rhythm, rhyme&lt;br&gt;e. Analyze tone, voice, mood, a play and a poem&lt;br&gt;f. Apply figurative language in poems</td>
<td><strong>1) Parts of speech review</strong>&lt;br&gt;2) Sentence base&lt;br&gt;a. Sentence, subject and predicate, sentence fragments, complements, sentence patterns</td>
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<tr>
<td>a. Vocabulary strategies</td>
<td>3) Punctuation marks</td>
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<tr>
<td>b. LP3R strategy</td>
<td>a. Commas, colons, semi-colons, dash,</td>
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<td>c. Root word</td>
<td>parenthesis, quotations, apostrophe</td>
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<tr>
<td>i. Prefix and suffix</td>
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6) Fact and opinion
7) Vocabulary
a. Greek and Latin

3) Punctuation marks
a. Commas, colons, semi-colons, dash, parenthesis, quotations, apostrophe

4) Using adjectives and adverbs
a. Degrees of comparison, problems with comparisons and modifiers, placement.

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**References**


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