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.

**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>Monthly Book Reports</th>
<th>Short Drama/ Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Workbook</td>
<td>Debate Speech</td>
</tr>
<tr>
<td>Written Projects (essays, informational text, poems, stories, and others)</td>
<td>Workbook (assignments, works done in class)</td>
<td>Evaluate a film project</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>Evaluate a film project</td>
<td>In class works/ handouts</td>
</tr>
</tbody>
</table>

**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).

**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 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
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 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.

GUIDELINES FOR ADAPTING ASSESSMENTS STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS AND OR ABILITIES AND FOR LINGUISTICALLY AND CULTUREALLY DIVERSE STUDENTS

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 (PIE). An accommodation is a variation in the exam environment or process that does not fundamentally alter what the test measures or affects the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format which is informed by the Special Education Teacher to the English Teacher.

LANGUAGE INSTRUCTION FOR LIMITED SPANISH PROFICIENT AND IMMIGRANT STUDENTS (CIRCULAR LETTER—7-2013-2014) CIVIL RIGHTS ACT 1964

UNIT 1
1) Writing process
   a. Pre-writing
      i. Brainstorming techniques
   b. Drafting
   c. Revising
   d. Editing
      i. Editing marks
   e. Publishing
2) Outlining

2) Persuasive techniques
   a. Strategies
   b. Ethos, Kairos, logos, pathos
3) Evaluating an argument
   a. Effectiveness of persuasive styles
   b. Evaluate advertisements
4) Evaluate evidence
   a. Relevant and irrelevant
5) Writing with persuasive techniques
   a. Active voice and passive voice

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.
3) Literary Genres
   a. What is a genre?
   b. Characteristics and types of genre in literature (poetry, fiction (humor, drama, fantasy), non-fiction (essays, biography, autobiography), expository, narrative, persuasive)

4) Reading Process
   a. Novel The Crucible
   b. Pre-reading
   c. Reading
   d. Re-reading
   e. Post-reading

5) Plot
   a. Structure
      i. Exposition, rising action, climax, falling action, resolution
   b. Setting
   c. Point of view
   d. Character
      i. Types of characters
         1. Round, dynamic, flat
      ii. traits

Unit 2
1) Memoir and Personal Narrative
   a. Differences and similarities
   b. Examples of memoirs
   c. Features of a memoir
   d. Features of a personal narrative

2) Narrative
   a. Structure
   b. Point of view

3) Point of View
   a. Different points of views

4) Narrative Perspectives
   a. Dialogue

5) Syntactic style of writing

Unit 3
1) Expository text
   a. Structure to explain a text
   b. Elements of expository writing
   c. Features of informational text
      i. Cause and effect
      ii. Compare and contrast
      iii. Definition
      iv. Problem and solution
   d. Paragraph structure
      i. Topic sentence
      ii. Supporting detail

b. Figures of speech
   c. Idiom
   d. Tone

6) Public speaking
   a. Inflection, intonation, speech, tone
   b. Analyzing persuasive speech

Unit 5
1) Literary elements
   a. Plot, conflict, setting, character, theme

2) Fairy tales
   a. Features of a fairy tale
   b. Fracture fairy tale
   c. The effects of changing literary element

3) Cause and Effect
4) Inferences
5) Connotations and denotations

Unit 6
1) Figurative language
   a. Alliteration, hyperbole, imagery, metaphor, onomatopoeia, personification, rhyme scheme, simile, stanza

2) Different forms of poetry
   a. Anthology, cinquain, diamante, concrete, haiku

3) Analyzing forms of poetry
   a. Rhyme scheme, syllables, line, length, shape

4) Elements of drama
   a. Act, cast, dialogue, fluency, monologue, playwright, plot, scene, script, setting, soliloquy, stage direction, themes

5) Evaluate director’s purpose
   a. Compare, contrast, director, film, thesis

Unit 7
1) Parts of speech
   a. Noun, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections

2) The sentence base
   a. Sentence, subject and predicate, sentence fragments, complements, sentence patterns

3) Phrases
   a. Prepositional phrases
   b. Appositives, and appositives phrases
   c. Verbal’s and verbal phrases
   d. Misplaced and dangling modifiers
   e. Phrases fragments
### iii. Evidence
### iv. Analysis
### v. Conclusion

2) Strategies use by effective readers

3) Objective summarization
   - a. Objective
   - b. Summary
   - c. Main idea
   - d. Supporting detail

4) References
   - a. APA style
     - i. Citations
     - ii. Write the references
     - iii. Abstract
     - iv. Quotations
   - b. Plagiarism

5) Writing a Research paper
   - a. Structure
   - b. Thesis statement
   - c. Outline
     - i. Process of investigation

### Unit 4

1) Author’s purpose
   - a. Definition
   - b. Identifying the purpose
     - i. Claim
     - ii. Thesis

### 4) Clauses
   - a. Independent and subordinate clause
   - b. Uses of subordinate clause
   - c. Clause fragments and run-ons

### 5) Punctuation marks
   - a. Commas, end marks, colons, semi-colon, dash, parenthesis, quotations, apostrophe

### Unit 8

1) Skill Book Topics
   - a) Synonyms and antonyms
   - b) Analogies
   - c) Puns and verbal irony
   - d) Idioms
   - e) Classical allusions
   - f) Dialect
   - g) Hyperbole and verbal irony
   - h) Foreign words and phrases
   - i) Affixes
   - j) Homophone
   - k) Informal English

---

**REQUIRED SIGNATURES**

Submitted: by: Certified: submitter: 
Teacher’s name: **Prof. Jackeline Rodriguez Medina** 
Teacher’s signature: **[Signature]** 
Principal’s name: **Debra-Angie Hernández Zumaeta** 
Principal’s signature: **[Signature]** 
Date: August 5, 2015

---

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


Luhrmann, B. (Director). (1996). *Romeo and Juliet* [Motion Picture].


Nava, G. (Director). (1997). *Selena* [Motion Picture].

Nelson, J. (Director). (2002). *I am Sam* [Motion Picture].
Toro, G. D. (Director). (2007). *Pan's Labyrinth* [Motion Picture].