

BILINGUAL SCHOOL LUIS MUNOZ IGLESIAS

CIDRA, PUERTO RICO

HISTORY DEPARTMENT

**PLAN EVALUATIVO Y ESTRATÉGICO (PROGRAMA)**

Nombre del maestro: Yadira Aponte Calderón M. Ed.

Periodo: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Título del curso: “Historia de Puerto Rico Contemporánea”

Textos: *Puerto Rico, Nuestra Historia Contemporánea – Editorial Panamericana*

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Créditos: Uno (1)

Requisitos: Historia del Mundo

Plazo: agosto de 2024 a junio de 2025

Salón número: \_\_\_\_\_

         I.            **DESCRIPCIÓN DEL CURSO**:

En el curso "“Historia de Puerto Rico Contemporánea” para el décimo grado, se presentarán temas relacionados con la geografía, historia, economía, política, sociedad y cultura de Puerto Rico, desde sus inicios hasta la actualidad. Se hace énfasis en los hechos, procesos y figuras del siglo XX y XXI. Las experiencias educativas diseñadas en el curso permitirán a los estudiantes interpretar hechos pasados ​​y presentes y poder formarse juicios críticos sobre los problemas y situaciones del devenir histórico del pueblo puertorriqueño a través del tiempo. En esta perspectiva, los estudiantes son concebidos como protagonistas de los procesos histórico-sociales, con capacidad de asumirlos y razonarlos responsablemente para transformarlos.

       II.            **OBJETIVOS DEL CURSO**:

A.      Cognitivo: Al final del curso, los estudiantes podrán:

1.       Identificar hechos relevantes en el desarrollo de la historia puertorriqueña.

2.       Identificar logros destacados de los puertorriqueños en su desarrollo histórico.

3.       Organiza cronológicamente los hechos más relevantes de la historia de Puerto Rico.

4.       Inferir relaciones de causa y efecto entre diversos temas de la historia puertorriqueña y sobre la influencia del entorno geográfico en nuestra forma de vida.

5.       Analizar los hechos de mayor trascendencia en el desarrollo histórico de la humanidad.

6.       Discutir sobre las transformaciones sociales, económicas, políticas, religiosas y culturales que han experimentado Puerto Rico en varios períodos históricos.

7.       Evaluar el trabajo político, económico y socioeconómico del pueblo puertorriqueño en momentos significativos.

8.       Identificar problemas a los que se han enfrentado los puertorriqueños en diferentes momentos y presentar alternativas para su solución.

B.      Actitudinal: Al finalizar el curso, los estudiantes podrán:

1.       Mostrar comprensión y tolerancia hacia las diversas manifestaciones de la cultura puertorriqueña.

2.       Valorar las habilidades y manifestaciones creativas del puertorriqueño.

3.       Valorar la actividad humana en la búsqueda de la justicia y la libertad.

4.       Valorar el trabajo político, económico y sociocultural del puertorriqueño como actitudes imprescindibles para la convivencia social.

5.       Expresar actitudes positivas hacia personas de otras razas, culturas y religiones y comprender que la mezcla racial es parte de nuestra construcción social y genética.

6.       Reconozca que el terreno, el clima y la disponibilidad de recursos tienen una poderosa influencia en los estilos de vida, la tecnología y los valores humanos de los puertorriqueños.

7.       Reconozca la necesidad de utilizar y conservar los recursos naturales de la isla de manera inteligente.

8.       Reconocer que todos los seres humanos tenemos derechos y deberes, y que su respeto constituye la base de la convivencia pacífica.

9.       Muestre interés en seguir estudiando la historia y las culturas del mundo.

 **III.**            **ESQUEMA TEMÁTICO DE LA CLASE**

* Unidad I: Antes de empezar
1. Historia, ¿para qué?
	1. ¿Qué es Historia?
	2. Fuentes de la Historia
	3. La investigación histórica
	4. Historiografía de Puerto Rico
	5. Repaso y Actividades
2. Apuntes geográficos de Puerto Rico
	1. Características geográficas de Puerto Rico
	2. Evolución geológica
	3. Relieve, regiones geomórficas y paisaje
	4. Diversidad de ecosistemas
	5. Repaso y actividades
* Unidad II: ¿Por qué somos así? Mirada a nuestro pasado compartido, siglo XVI-XIX
1. Los primeros pobladores
2. Complejo cultural Arcaico
3. Complejo cultural Arauco
4. Tainos
5. Repaso y actividades
6. Desarrollo político durante los siglos XVI-XVII
	1. Descubrimiento de América y Puerto Rico
	2. Los primeros años en la colonia
	3. Actividad política siglos XVI-XVIII
	4. Repaso y actividades
7. Desarrollo económico durante los siglos XVI-XVIII
	1. Siglo XVI: Economía en los inicios de la colonia.
	2. La fortificación de la ciudad
	3. Siglo XVII: De piratas y corsarios
	4. Comercio legal y contrabando
	5. Siglo XVIII: Reformas económicas
	6. Repaso y actividades
8. Desarrollo sociocultural durante los siglos XVI-XVIII
	1. Siglo XVI: Lento desarrollo poblacional
	2. Siglo XVII: Defensas mejoradas y la ciudad amurallada
	3. Instrucción, costumbres, diversiones y expresiones artísticas
	4. Siglo XVIII: Un siglo puertorriqueño
	5. Sociedad y cultura: Cambio y continuidad
	6. El arte como medio para expresar la puertorriqueñidad
	7. Ultimo esfuerzo ingles por conquistar a Puerto Rico
	8. Repaso y actividades
9. Puerto Rico durante el siglo XIX
	1. Siglo XIX, un siglo de cambios
	2. Reformas económicas y la obra del Intendente Ramírez
	3. Las guerras de independencia en Hispanoamérica
	4. La nueva prosperidad económica
	5. Auge del café y del comercio
	6. Grito de Lares
	7. Abolición de la esclavitud
	8. Sociedad y cultura
	9. Partidos políticos
	10. Concesión de un gobierno autónomo para Puerto Rico.
	11. Repaso y actividades
* Unidad III; La colonia cambia de metrópoli: Puerto Rico Ante el nuevo régimen colonial 1898-1950
1. Guerra Hispanoamericana
	1. Explosión del acorazado Maine
	2. Finaliza la guerra
	3. Reacción ante la ocupación
	4. Repaso y actividades
2. Establecimiento de la política colonial estadounidense
	1. Gobierno militar
	2. El cambio de soberanía y su efecto en Puerto Rico
	3. La ley Foraker y el gobierno civil
	4. La Ley Jones y la ciudadanía estadounidense
	5. Repaso y actividades
3. Los primeros años del siglo XX
	1. Los partidos políticos y el cambio de soberanía
	2. La lucha por el sufragio femenino
	3. Situación económica
	4. La emigración de los trabajadores
	5. Educación para americanizar
	6. El movimiento literario y científico
	7. Repaso y actividades
4. La Gran Depresión y su impacto en Puerto Rico
	1. Época de crisis
	2. La lucha obrera
	3. El Nuevo Trato
	4. La política isleña en una época conflictiva
	5. Surgimiento del Partido Popular Democrático y las elecciones del 1940
	6. Orígenes de la transformación económica
	7. Las bases del desarrollo industrial
* Unidad IV Estado Libre Asociado de Puerto Rico: Era del populismo puertorriqueño
1. Creación e inicio del Estado Libre Asociado
2. Transformaciones políticas en la década del cuarenta
3. Hacia un gobierno constitucional
4. Desarrollo del Estado Libre Asociado
5. Oposición Nacionalista
6. Repaso y actividades
7. Industrialización y emigración
	1. La década del cuarenta, base del desarrollo económico y social de la isla
	2. Las décadas del cincuenta y del sesenta: industrialización y desarrollo económico
	3. Aumento poblacional
	4. Desarrollo y cultura social
	5. Repaso y actividades
8. Ecos del ELA
	1. Los primeros años del Estado Libre Asociado
	2. Muñoz Marín cambia de estrategia
	3. Situación política a partir de la década dl sesenta
	4. Inicio del bipartidismo en Puerto Rico
	5. La gobernación de Carlos Romero Barceló
	6. Hernández Colon nuevamente gobernador
	7. La gobernación de Pedro Rosello González
	8. Repaso y actividades
* Unidad V Lo que el ELA nos dejó: Análisis de nuestra realidad
1. Sociedad Urbana
2. La población
3. Problemas sociales
4. Crisis ambiental y desarrollo sostenible
5. Repaso y actividades
6. Nueva economía
7. Normas y regulaciones de los Estados Unidos y su impacto en Puerto Rico
8. Siglo XXI: Economía que mira hacia la globalización
9. Repaso y actividades
10. Cultura popular y deporte
11. Expresiones artísticas y literarias
12. Las artes visuales en las últimas décadas del siglo XX y principios del siglo XXI
13. Las nuevas tendencias musicales
14. El deporte como expresión cultural de un pueblo
15. Repaso y actividades
16. Desarrollo y evolución política
17. Situación política de Puerto Rico
18. Crisis y déficit en el gobierno
19. De cara a las elecciones 2012
20. Nuevos partidos políticos
21. Decisiones para el futuro
22. Ciudadanía, participación y gobierno
23. Repaso y actividades
24. **TEACHING STRATEGIES**
	1. Class discussion
	2. Class readings and assignments
	3. Group work
	4. Participation in Workshops
	5. Guests
	6. Oral and written reports
	7. Whirlwind of ideas
	8. Movies, recordings, records, etc.
	9. Research in the school and municipal library
	10. Among others.
25. **EVALUATIVE PLAN AND EXPECTATIONS**

The expectation of this course is that the educational activities allow the student to interpret and analyze past and present events in the History and Geography of Mundial. Through the various activities, students will be able to develop the necessary tools that allow them to create a critical judgment and respect for the history of the World and its nations.

1. Tests: 10 approximately, the value of each one will depend on its context up to 1,000 points.
2. Short Text/quizzes: 60, the value of each one will vary, up to 1,200 points.
3. Assessments: One for each chapter discussed, value will vary, up to 1,000 points.
4. PBL Project: two, one for each semester up to 200 points.

**Punctuation Summary**

|  |  |
| --- | --- |
| Instrument | Punctuation |
| Tests | 1,000 |
| Short Tests/quizzes | 1,200 |
| Assessments | 1,000 |
| PBL Project | 200 |
| Total: | 3,400 |

1. **EVALUATION CRITERIA**

The evaluation/assessments instruments will have a value of 30 to 100 points, which will be automatically averaged by the computers of the Department of Education, and the following score will be assigned:

100 a 090 – A

089 a 080 – B

079 a 070 – C

069 a 060 – D

059 a 000 – F

The Evaluation/assessment instruments will be prepared as follows:

|  |  |
| --- | --- |
| Tests | Assessments |
| -Matches- Multiple choice- Discussion questions- Fill blanks- True or false- Maps- Identify- Appraisal Techniques- Among others. | - Oral reports- Written reports- News Analysis- Collage- Briefcase- Caricatures- Team work- Posters- Concept maps- Among others. |

The "assessments" will be evaluated using a rubric that will be provided to the student days before assigning the corresponding work.

1. **Materials**
2. Maps
3. Rule
4. Laptop (Sometimes)
5. Notebook
6. Pen or Pencil
7. Among other that will be requested in advance.
8. **Rules, Politics and Procedure of the Class**

As part of maintaining an appropriate classroom environment, the following standards are established:

1. The student must be in the classroom at class time. Failure to be there at class time will be considered tardy and will be sent to the office to find an excuse.
2. 2. If you are absent, you must bring an excuse from your father, mother, or person in charge.
3. The student must have appropriate conduct in the classroom.
4. The student who is absent from an exam must present an excuse and it will be evaluated by the teacher. In case of assigning a make-up exam, it will be on the day and at the time agreed by the teacher. If you are absent to make up, you will automatically be given a FAILURE (F) note.
5. Short tests/quizzes will not be warned and will not be made up.
6. Written assignments or other evaluation materials will be accepted after the due date only on extraordinary occasions. 5 points will be deducted for assignments and 10 points for projects and special jobs per day of delay. IT IS THE STUDENT'S RESPONSIBILITY TO MAKE THEM ARRIVE ON THE DAY OF DELIVERY. IF YOU DO NOT DELIVER THEM, YOU WILL BE AUTOMATICALLY GIVEN ZERO (0).
7. The student who damages, breaks, or commits a vandal act to any book or electronic and non-electronic equipment owned by the teacher and / or the Puerto Rico Department of Education, must replace it or pay the cost of the equipment or book. A complaint will be immediately filed with the Police Department and taken to the Court of Justice.
8. The student who is disrespectful to the teacher will be referred to the Counselor, Social Worker, or the Principal. If the disrespect is repeated on two or more occasions, a complaint will be immediately filed with the Police Department and taken to the Court of Justice.

Annex 1

**INSTRUCTIONS FOR ASSIGNED TOPIC WORKS**

1. Delivery date: **The student will be provided with enough time to be able to do it**.
2. The works that are not delivered on the dates provided will have failure (F) in them.
3. The score of the works will be divided as follows:
4. The written presentation **(100 points)**
5. The oral presentation. **(100 points)**

**Total: (200 points)**

1. They should not be delivered in a folder. They will be delivered stapled in the top left corner of the paper.
2. It must be delivered formally, no smudges, no studs, clean, no spelling mistakes.
3. Works with patterned papers will not be allowed.
4. They will not exceed 10 computer pages or 15 manuscript pages. **IF YOU EXCEED THE ABOVE-MENTIONED PAGES, YOU WILL BE DISCOUNTED A SCORE FOR NOT FOLLOWING INSTRUCTIONS.**
5. For the Bibliographic Sheets, the **AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)** model will be used, a model that will be provided in the class.
6. In addition to the written presentation, the work will be presented to the class orally.
7. If there is no order at the time of the presentations, 5 points will be subtracted for interruption and will be added to the total points of the student who is reporting in front.
8. Each student is responsible for presenting a summary of work to the class and submitting the summary to the teacher.
9. How should the work be organized?
10. **Format:**
	1. Presentation Page (1 page)
	2. Table of Contents (1 page)
	3. Introduction (1 page)
	4. Development (computer 5 pages) (10 pages manuscript)
	5. Conclusions (1 page)
	6. Reference (1 page)

**Total (10 pages in computer) (15 pages by manuscript)**

1. Failure to follow the instructions will deduct punctuation.
2. The works will be corrected following the rubrics presented in the annexes of this document.

Annex 2

**FORMAT INVESTIGATIVE WORK FOR SPECIFIC (PBL Projects)**

1st Page: Presentation (The text on this page must be centralized)

|  |
| --- |
| Title of assigned subjectName of StudentLMI Idioms SchoolSocial Studies 9th Grade WorldHistory and GeographyProf. Yadira Aponte Calderón M. Ed.delivery date |

2nd Page: Table of Contents (Index)

|  |
| --- |
| Table of ContentsTopic Page Introduction ……………………………….….3 Development or Content …………………...4-8 (in Word) or 4-13 (in manuscript)Conclusion ……………………………………9 (in Word) or 14 (in manuscript) Bibliographic Sheets …………………………10 (in Word) or 15 (in manuscript)  |

3rd page: Introduction

|  |
| --- |
| Introduction In this part of the work, you will introduce the topic you are going to talk about to the reader. Rather, the introduction is a summary or abstract of the topic or work that is given to the reader to read. As a basic rule in this part, a minimum of two paragraphs of five sentences each is requested. Each paragraph should be separated from each other.  |

4th – 9th pages or 14th if it is in handwriting: The content or development of the work.

|  |
| --- |
| Example of a theme**First World War** This part will start on **page 4** and end on **page 8** if the work is done in the word processing program "*Microsoft Word*" or it will end on **page 13** if it is written in handwritten. In this part of the work, you will develop the main topic that was given to you in class. You will take as a guide the subtopics recommended by the teacher for each topic assigned.**REMEMBER TO FOLLOW INSTRUCTIONS SO YOU DO NOT LOSE SCORE.** |

9th page in *"word"* or 14m to manuscript page: Conclusion Page

|  |
| --- |
| Conclusion In this part of the paper, you will conclude the topic that the reader was told about. Rather, the conclusion is a review of the topic or work that was given to the reader to read. As a basic rule in this part, a minimum of two paragraphs of five sentences each is requested. Each paragraph should be separated from each other.  |

Last Page: Bibliographic Sheets or Reference

|  |
| --- |
| Reference Page In this part of the work, you will list the books or electronic addresses used to develop the topic. A model and format will be provided in class for said references. If you do not follow the recommendations, you will lose score. In the school library, the teacher will leave a document that shows models and formats of records bibliographic.  |

GENERAL RULES OF THE WORK

* 1. It must be turned in on the corresponding dates, not before, not after.
	2. The student will be responsible for sending the work on the assigned dates, if it understands that the requested day is going to be absent.
	3. If the student is absent on the day the work will be delivered, they must bring an excuse. Otherwise, they will not be received or accepted.
	4. If you go over the requested pages, the following parts will not be corrected, and a score will be deducted for not following the instructions. You will find a written text that says, and I quote ***"UP TO HERE I READ IT"*.**
	5. If the work is done in the word processor (on a computer), it must be submitted in Times New Roman font, # 12 in size and single spaced. **(FAILURE TO FOLLOW THE INSTRUCTIONS, THE SCORE WILL BE DISCOUNTED).**
	6. Pages numbered, starting from the SECOND PAGE OR SECOND JOB SHEET.
	7. References must be according to APA Style.
	8. The student must have a summary of the work before submitting the written project. This summary will be presented to the class on the day that corresponds to it.

Certified by:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Frances M. Mercado Rivera

Directora Escolar

Annex 3

**PROJECTS RUBRIC**

Purpose: The purpose of this rubric is that the student can demonstrate his academic performance in a subject or in the History course. A check mark (√) will be made in the box that corresponds to the score obtained by the student.

|  |
| --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
|  | **Punctuation Scale** |
|  | (5)  | (4)  | (3)  | (2)  | (1)  | (0) |
| **Organization** (Presentation) |  |
| 1. Clearness |  |  |  |  |  |  |
| 2. Visual |  |  |  |  |  |  |
| 3. Cover Page |  |  |  |  |  |  |
| 4. Organization |  |  |  |  |  |  |
| **Grammatic** |
| 1. Writing |  |  |  |  |  |  |
| 2. Correct grammar usage |  |  |  |  |  |  |
| 3. Punctuation |  |  |  |  |  |  |
| 4. tenses and sequences |  |  |  |  |  |  |
| **Content** |
| 1. Introduction |  |  |  |  |  |  |
| 2. Organization |  |  |  |  |  |  |
| 3. Conclusion |  |  |  |  |  |  |
| 4. References (APA) |  |  |  |  |  |  |
| **Subtotal** |  |  |  |  |  |  |
|  | **Punctuation Scale** |
| (5)  | (4)  | (3)  | (2)  | (1)  | (0) |
| **Expression in content** |  |  |  |  |  |  |
| 1. Information requested |  |  |  |  |  |  |
| 2. Sequence and order  |  |  |  |  |  |  |
| 3. Coherence and the way of presenting the topic |  |  |  |  |  |  |
|  4. Creativity in exhibition and agreement between secondary ideas and main theme. |  |  |  |  |  |  |
| **Subtotal** |  |  |  |  |  |  |
|  **Grand total** |  |  |  |  |  |  |

Legend:

(5) – Excellent: Evidence of what is requested in the research project carried out by the student and meets all the requirements.

(4) – Good: Evidence of what is requested in the research project carried out by the student but does not meet all the requirements.

(3) – Average: Evidence of what is requested in the research project carried out by the student, it lacks information and meets most of the requirements.

(2) – Satisfactory: Partial evidence of what was requested in the project carried out by the student and meets little of the requirements.

(1) – Poor: Presents little evidence of what is requested in the project carried out by the student and does not meet the minimum requirements requested.

(0) - Not carried out or presented evidence: Does not present evidence of what was requested in the project and did not carry out the work.

Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signs:

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 Professor Student

Annex 4

**ORAL PRESENTATIONS RUBRIC**

Purpose: The purpose of this rubric is that the student can demonstrate his academic performance in a subject or in the History course. A check mark (√) will be made in the box that corresponds to the score obtained by the student.

|  |
| --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
|  | **Punctuation Scale** |
|  | (5)  | (4)  | (3)  | (2)  | (1)  | (0) |
| **Presentation** |  |
| 1. Pronunciation |  |  |  |  |  |  |
| 2. Intonation |  |  |  |  |  |  |
| 3. Property when speaking |  |  |  |  |  |  |
| 4. Fluency |  |  |  |  |  |  |
| 5. Personal development |  |  |  |  |  |  |
| 6. Audiovisual resources |  |  |  |  |  |  |
| **Content and Writing** |
| 1. Introduction |  |  |  |  |  |  |
| 2. Clearness and effectiveness |  |  |  |  |  |  |
| 3. Subject domain |  |  |  |  |  |  |
| 4. Organization and development of ideas, data, and details |  |  |  |  |  |  |
| 5. Agreement between secondary ideas and the main theme |  |  |  |  |  |  |
| 6. Closing and / or conclusions |  |  |  |  |  |  |
| **Time Distribution** |  |  |  |  |  |  |
| **Originality and creativity in the presentation and interest and reaction of the group to the report** |  |  |  |  |  |  |
| **References (APA)** |  |  |  |  |  |  |
|  **Grand total** |  |  |  |  |  |  |

Legend:

(5) – Excellent: Evidence of what is requested in the research project carried out by the student and meets all the requirements.

(4) – Good: Evidence of what is requested in the research project carried out by the student but does not meet all the requirements.

(3) – Average: Evidence of what is requested in the research project carried out by the student, it lacks information and meets most of the requirements.

(2) – Satisfactory: Partial evidence of what was requested in the project carried out by the student and meets little of the requirements.

(1) – Poor: Presents little evidence of what is requested in the project carried out by the student and does not meet the minimum requirements requested.

(0) - Not carried out or presented evidence: Does not present evidence of what was requested in the project and did not carry out the work.

Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signs:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Professor Student

Annex 5

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BILINGUAL SCHOOL LUIS MUNOZ IGLESIAS

CIDRA, PUERTO RICO

HISTORY DEPARTMENT

**COMMITMENT BETWEEN TEACHER - STUDENT AND PARENT**

For a better understanding of the student's educational process, careful reading and study of this document is recommended by the parent or guardian and the student. The document will be discussed in class by the teacher as an agreement with his students as an educational program for the current school year. Any alteration to it must be made promptly in harmony with some alternate condition of evaluation and measurement of learning.

It is important that each student of Professor Yadira Aponte Calderon, a ninth grade Social Studies teacher at the Bilingual School Luis Munoz Iglesias, has this handbook along with other documents that will be part of the class work materials. It must be signed by the student and parents.

**\*\*\* NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE. \*\*\***

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I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent or guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, of group \_\_\_\_\_\_\_\_, have read the 9th History syllabus *– “The world in context: modern and contemporary transformations”* and I agree with the evaluation criteria presented and will ensure that my child meets with the different assessment instruments that will be administered by the teacher.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prof. Yadira Aponte Calderón M. Ed. Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sign Parent or guardian Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or guardian cell phone number Parent or guardian email

**\*\*\* REMOVE THIS SHEET (PAGE) AND RETURN IT TO PROF. YADIRA APONTE CALDERON \*\*\***