

**Academia Santa Rosa de Lima**  
**Syllabus English**  
**Eighth Grade**  
**2021-2022**



Mrs. Yvonne De Jesús

August 2021-2022

Mrs. Ada Torres

### **I. Introduction and Description of Course.**

The ESL course is developed to achieve the mission and goals of the school. To give a sequence to help in the performance of the students.

Required Platform: EduSystem 2016 Dreyfous & Associates.

### **II. Course Objectives**

At the end of the school year, the student will:

\* Improves his/her four aspects of the English language that are:

- a) Listen
  - b) Speak
  - c) Read
  - d) Write
- Read texts and read to oral, to relate written texts and performances to their own lives. Read to oral to learn correct pronunciation that will help the students in their oral communication.
  - Apply new vocabulary in a conversation or in the construction of a sentence (depending on the context of the sentence). Application of new vocabulary in a conversation or in a sentence.
  - Analyze a variety of texts given in the class to develop literal, inferential, and critical comprehension. Develop critical thinking by discussing the readings during class, to expose ideas and listen to other students' opinions, to debate ideas in a socialize conversation.
  - Acquire grammar skills that will help the students in their written communication skills.
  - Learn how to write and do a speech (subject to change).
  - Acquire the skills to write an essay, a review, a reflection, a poem (subject to change), or any kind of basic writing composition.
  - Acquire the skills to write, prepare, plan, present, and do an oral report with the use of technology.

### **Short Terms Objectives**

Throughout the course the student will:

- a) Use technology to improve listening, spelling, and speaking skills.
- b) Use the dictionary correctly.
- c) Use pictures as textual clues.
- d) Use visuals (movies, short films, or pictures) to stimulate the use of sensory detail.
- e) Stimulate the use of sensory detail to develop the comprehension of figurative language by using motion pictures, images, and music.
- f) Show comprehension of stories (short stories, dramas, or novels) read in the classroom.
- g) Identify the elements of a short story (characters, setting, and plot of a story).
- h) Identify the main idea (theme) of the story.
- i) Compare and contrast as part of the reading comprehension skills.
- j) Order the sequence of events of a story.
- k) Participate in classroom discussions.
- l) Prepare and present oral presentations.
- m) Identify and apply the parts of speech (nouns, pronouns, verbs, linking verbs, adverbs, adjectives, conjunctions, prepositions, and interjections).
- n) Identify the four kinds of sentences (declarative, interrogative, imperative, and exclamatory).

- o) Identify the subjects, predicates, fragments, simple, compound, and complex sentences.
- p) Identify the types of paragraphs.
- q) Paragraph construction through writing activities (drills).
- r) Identify the elements of drama.
- s) Participate in conversational English dialogues with classmates and teacher.
- t) Essay construction by learning the writing process.
- u) Poem construction (subject to change).

### III. Course Content

Unit	Theme	Skills	Value
Traditional Literature	<p>Elements of Traditional Literature</p> <p>Elements of Mythology</p> <p>Reading: Pandora's Box</p>	<ul style="list-style-type: none"> <li>- Define traditional literature.</li> <li>- Identify elements of traditional literature.</li> <li>- Categorize types of traditional literature.</li> <li>- Define myth and mythology.</li> <li>- Identify elements of mythology.</li> <li>- Identify myths from different cultures.</li> <li>- Identify the types of sentences.</li> <li>- Use punctuation.</li> <li>- Identify subjects and predicates.</li> <li>- Identify fragments, phrases, and clauses.</li> <li>- Identify the sentence forms.</li> <li>- Identify Greek mythology and its elements.</li> <li>- Recall elements and details of a story structure, such as sequence of events, character, plot, and setting.</li> <li>- Describe the features of a place or people.</li> <li>- Identify and summarize major events in a narrative.</li> <li>- Support ideas with details and examples.</li> </ul>	<p>Short Test: Elements of Traditional Literature and Mythology <b><u>50-70</u></b> pts</p> <p>Test: Reading Comprehension <b><u>80-100</u></b> pts</p>
Grammar & Writing	<p>Sentences</p> <p>Dictionary</p>	<ul style="list-style-type: none"> <li>- Identify the types of sentences.</li> <li>- Use punctuation.</li> <li>- Identify subjects and predicates.</li> <li>- Identify fragments, phrases, and clauses.</li> <li>- Identify the sentence forms.</li> <li>- Apply the correct use of each type of sentence.</li> <li><b>Comprehension skills:</b></li> <li>- Identify and use new vocabulary words and definitions.</li> <li>- Story structure, making inferences.</li> <li>- Identify the moral of the story.</li> <li>- Identify Kinds of sentence.</li> <li>- Arrange words in alphabetical order.</li> <li>- Identify and use the parts and features of a dictionary.</li> <li>- Identify and apply pronunciation symbols.</li> </ul>	<p><b>Grammar and Writing Test</b> about Sentences and Dictionary <b><u>80- 100</u></b> pts</p>
Nonfiction	Elements of Nonfiction	<ul style="list-style-type: none"> <li>- Recognize and identify nonfiction text. Recognize and identify the elements, text structure, and features.</li> <li>- Recognize and identify different types of nonfiction.</li> <li>- Apply reading strategies for nonfiction.</li> </ul>	<p><b>Short Test:</b> Elements of Non- Fiction <b><u>50-70</u></b> pts</p>

	Biography (Essay & The Writing Process)	<ul style="list-style-type: none"> <li>- Define biography.</li> <li>- Interview a peer.</li> <li>- Differentiate between closed and open-ended questions.</li> <li>- Formulate original open-ended questions.</li> <li>- Write the biography of a peer based on the interview.</li> <li>- Recall information to answer interview questions.</li> </ul> <p>Recognize the parts of an essay.</p> <ul style="list-style-type: none"> <li>- Recognize and define types of essays.</li> <li>- Use transitional words.</li> <li>- Use punctuation.</li> <li>- Identify prewriting strategies.</li> <li>- Create three to five paragraph essays.</li> <li>- Identify and define the writing process.</li> <li>- Recognize and prepare prewriting strategies.</li> <li>- Recall the five steps of the writing process.</li> <li>- Write a composition using the writing process.</li> </ul>	<b>Assessment:</b> Student's biography <b><u>50-100</u></b> pts
The Short Story	Elements of a Short Story-	<ul style="list-style-type: none"> <li>- Recognize and identify a short story.</li> <li>- Recognize and identify the elements of a short story.</li> <li>- Recognize and identify the use of figurative language.</li> </ul>	<b>Assessment:</b> Elements of Short Story <b><u>50-100</u></b> pts  <b>Test:</b> Reading Comprehension <b><u>80- 100</u></b> pts
Speeches and Public Speaking	Elements of a Speech	<ul style="list-style-type: none"> <li>- Recognize and identify the use of figurative language.</li> <li>-Identify the parts of a speech.</li> <li>-Identify the elements of a speech.</li> <li>-Identify types of speeches.</li> </ul>	<b>Assessment:</b> Speech <b><u>80-100</u></b> pts
Grammar and Writing	Nouns- Pronouns	<ul style="list-style-type: none"> <li>- Determine the difference between a common and proper noun.</li> <li>- Classify the words provided as concrete or abstract nouns.</li> <li>- Identify singular and plural nouns.</li> <li>- Follow the rules to form correct plural nouns.</li> <li>- Identify form and write compound nouns.</li> <li>- Identify collective nouns.</li> </ul>	<b>Grammar and Writing Test</b> about Nouns <b><u>80-100</u></b> pts

		<ul style="list-style-type: none"> <li>- Identify and form possessive nouns.</li> <li>- Apply nouns in a sentence.</li> <li>- Identify the different types of pronouns.</li> <li>- Distinguish among the different types of pronouns.</li> <li>- Apply the different types of pronouns in writing</li> </ul>	
Drama	<p>Elements of Drama</p> <p><b>Reading:</b> Hamlet</p>	<ul style="list-style-type: none"> <li>- Identify and use new vocabulary words and definitions.</li> <li>- Identify elements of drama.</li> <li>- Identify facts about William Shakespeare, the Elizabethan theatre, and The Globe.</li> <li>- Answer reading comprehension questions.</li> <li>- Analyze characters and themes in the play.</li> <li>- Make observations about the play by completing a <b>KWL</b> chart.</li> <li>- Analyze and discuss the events.</li> <li>- Interpret a quote from Shakespeare.</li> <li>- Recall sequence of events.</li> <li>- Revise scenes from the play.</li> <li>- Summarize and illustrate the acts.</li> </ul>	<p><b>Short Test:</b> about Elements of Drama <b>50</b> to <b>60</b> pts</p> <p><b>Assessment</b> about adapting a scene and performing it <b>50-100</b> pts</p>
Grammar & Writing	Adjectives/ Adverbs	<ul style="list-style-type: none"> <li>- Identify the different kinds of adjectives.</li> <li>- Use definite and indefinite articles.</li> <li>- Distinguish the difference between comparative and superlative adjectives.</li> <li>-Apply each kind of adjective in writing exercises.</li> <li>-Identify and use prepositions of time, place, and direction.</li> <li>-Identify and form prepositional phrases.</li> <li>-Use prepositions in sentences.</li> </ul>	<b>Grammar and Writing Test</b> about Adjectives and Adverbs <b>80-100</b> pts
Grammar and Writing	Verbs	<ul style="list-style-type: none"> <li>- Identify verbs in sentences.</li> <li>- Distinguish between verbs that express mental or physical action.</li> <li>- Distinguish between action and linking verbs.</li> <li>- Identify a verb phrase and its parts.</li> <li>- Distinguish between main verbs and helping verbs.</li> <li>- Identify and use the principal parts of regular and irregular verbs.</li> <li>- Apply different kinds of verbs in written exercises.</li> </ul>	<b>Grammar and Writing Test</b> about Verbs <b>80-100</b> pts
Poetry	<p>Elements of Poetry</p> <p><b>Poems: O</b></p>	<ul style="list-style-type: none"> <li>- Define poetry.</li> <li>- Identify and demonstrate use of the elements of poetry.</li> <li>- Identify and demonstrate use of types of</li> </ul>	<b>Test</b> about Elements of Poetry <b>80- 100</b> pts

	Captain! My Captain!	<p>figurative language.</p> <ul style="list-style-type: none"> <li>- Categorize three types of poetry.</li> <li>- Write a simple poem.</li> </ul> <p><b>Comprehension skills:</b></p> <ul style="list-style-type: none"> <li>- Analyze the poems in different written assignments.</li> <li>- Identify imagery in the poems.</li> <li>- Analyze the metaphors found in the poems.</li> <li>- Create an original free verse poem.</li> </ul>	<p><b>Assessment</b> about creating an original free verse poem <b><u>50-100</u></b> pts</p>
The Novel	<p>Elements of Novel</p> <p><b>Reading:</b> The Count of Monte Cristo (novel)</p>	<ul style="list-style-type: none"> <li>– Identify and define the elements of a novel.</li> <li>– Identify and define parts of plot</li> <li>– Identify types of conflict.</li> <li>– Identify and define the points of view.</li> <li>– Identify types of characters.</li> <li>– Identify types of novels.</li> <li>– Identify and use new vocabulary words and definitions.</li> <li>– Identify all the elements of a novel in the story.</li> <li>– Identify the main character’s struggles.</li> <li>– Reflect on the role that having faith in God plays in the novel.</li> </ul>	<p><b>Assessment</b> character analysis (song’s lyrics comparison) based on any character from The Count of Monte Cristo novel <b><u>50- 100</u></b> pts</p> <p><b>Reading Comprehension Final Test:</b> about The Count of Monte Cristo (novel) <b><u>80- 100</u></b> pts</p>
English Lab	English Lab	<ul style="list-style-type: none"> <li>– Develop the English-speaking skills</li> <li>– Develop fluency</li> <li>– Develop pronunciation</li> <li>– Develop tone</li> <li>– Develop posture</li> <li>– Develop intonation</li> </ul>	<p><b>Every Friday <u>25</u> pts</b></p>

**\*This table is subject to change**

#### **IV. References and Didactic Materials.**

- 1) Text book (EduSystem platform)
- 2) Dictionary
- 3) Notebook
- 4) Photocopies
- 5) Technology Equipment (computer and projector)
- 6) Computer Lab

7) Visual Presentation, DVD's, and Loudspeakers

8) Others

#### **V. Teaching Strategies.**

A variety of teaching strategies will be used during the class development:

- a) Daily Routines
- b) Songs
- c) Videos
- d) Brainstorming
- e) Build new vocabulary
- f) Teacher Read Aloud
- g) Guided and share reading, listening, viewing and talking.
- h) Oral discussion
- i) Debates
- j) Workshops
- k) Apply computer skills

#### **VI Evaluation Methods**

- a) Test ----- **80- 100 points**
- b) Short Stories ----- **50 – 70 points**
- c) Projects and oral presentations-----**50 – 100 points**
- d) Others

**Note:** Tests will be announced with a week of advance.

**50% to 50%** to the class grade will be from **test**.

**25% to 50%** of the class grade will be from **assessments**.

These percentages can be subject to change depending on the student's needs and level of learning.

#### **VII. Course Requirements**

- 1) Speak English in class and always try your best.
- 2) Be respectful toward others and their belongings; be always polite.
- 3) Listen carefully to the teacher and follow instructions.
- 4) Raise your hand to participate in class and wait your turn.
- 5) Raise your hand to ask permission.
- 6) Be responsible for any missed material or homework when absent.
- 7) Bring excuse when absent (Student Parent Orientation Manual)
- 8) Bring all the reminders and grades signed by your parents or guardians.
- 9) Complete your work and assignments **on time**. After due date it will **not** be accepted.
- 10) Take care of materials and classroom equipment.
- 11) Show good manners and proper conduct.
- 12) **No plagiarism or copy past will be permitted.**
- 13) When using a web site to obtain information you must write the resource webpage.
- 14) There is no talking during test (Per students manual and teacher's class rules).
- 15) Must be prepare to class with notebook, computer, books, dictionary, and pencil.

**\*This syllabus is subject to change**



**Academia Santa Rosa**  
**English Class**  
**Eighth Grade**

Mr., Ms., Mrs. \_\_\_\_\_ August 2021 – 2022

Revised: Prof. Sebastián Bermúdez Vega

I certify that I read The English Syllabus for the year 2021 to 2022. I fully understand the syllabus is a subject to change depending on the student's needs or situation that would require such.

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**Students Signature**

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**Grade and Group**

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**Parents Signature**

**Please print, sign, and return this page to Mrs. Sebastián Bermúdez Vega**

**During the second week (2<sup>nd</sup> week) of August 2021.**