Academia Santa Rosa de Lima
Bayamón, Puerto Rico
Bilingual Ninth

English Course Syllabus 2021-2022

Teacher: De Jesus
Email: ydejesus@asrpr.org
Blog: ydejesusasr.school.blog
Required Textbook: Edusystem
Supplementary Reading: *The Boy in the Stripped Pajamas*
Remote Learning Platform: Edmodo
Video or audio conferences platform: Google Meet

I.   Remote Learning Regulations for students and parents

- Once given the credentials for Edmodo or any other platform, it is each student's responsibility to sign in every day, from Monday to Friday, to verify the daily class's assignments, as well as verifying every day the teacher's blog.

- The credentials given to enter Edmodo, as well as any other academic platform assigned, or video and audio conferences are for academic purposes only and it is strictly forbidden to share the passcodes to outside people.

- For all types of communication, use your full name. No aliases will be allowed.

- The student will be responsible for the material, to keep informed, to verify the assigned tasks daily and to maintain direct communication with the teacher always.

- The teacher will not be responsible for reminding the student of late assignments.

- Notify technical problems and / or situations in advance. Send justified excuse for problems, situations, and / or medical appointments, it will be forwarded to Dr. Cuevas for approval.

- Respect school hours (hours 8:00 am - 3:00 pm). All communication will be during school hours; Messages received after this time will be answered the next day.

- All homework and / or work must be received through the platforms designated by the administration.

- Assigned homework must be turned in on time and within school hours, otherwise the first two days late will lose points. After two days you will get zero on the job.
- The assignments and / or assessments must be original of the student. Plagiarism will be sanctioned by the administration.
- The student must remember and keep their credentials up to date to attend video conferences and / or be able to enter the platform.
- To avoid confusion, the student must register only once.
- Parents should subscribe to blogs to maintain direct communication with the teacher.
- The students and parents must write emails using the rules of courtesy and respect towards each teacher.

During Video Conferences

- Use an adequate and distraction-free area (cell phones ...) that is not a bedroom.

- If necessary, use an appropriate background or background in solid color or a suitable photo of the student.

- Listen and follow the teacher's instructions to avoid confusion, understand yourself, keep the microphone and cameras off until the teacher indicates otherwise.

- During the sessions, wait your turn to participate or use the chat.

- Do not leave the video conference without warning

- Avoid interruptions (do not say or send unnecessary comments)

- Join the video conference a few minutes before to resolve any connection setback. (Punctuality is one of the keys to success)

- Do not eat food during the video conferences.

- During the video conferences, respect and tolerance towards classmates and the teacher will be taken into consideration as evaluation criteria.

o Attendance and active and positive participation in ALL video conferences will be taken into consideration and as evaluation criteria.

o The student must wear appropriate clothing: school shirt with the Academy's logo. Females may wear the uniform's vest. Males and females may wear the official jacket with the Academy's logo. All students must wear long pants, shorts, or sweatpants during them. Do not show your undergarments or you will be dismissed.

* The administration and / or institution reserves the right to establish new rules or to make changes to those already established as it deems appropriate.

II. Course Description

This course focuses in the use of in-depth critical reading of a variety of texts, presented in various formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words.

This ESL course provides specialized instructions and learning opportunities designed for secondary level students learning English as a second language and bilingual students who experience difficulty with academic performance related to the process of the English language. Students in ESL class will be expected to demonstrate increasing competency in English language skills in the areas of speaking, listening, reading, and writing, including the application of grammatical conventions.

III. Course Objectives
a. General
1. To enable the learner to communicate verbally and in writing effectively in English
2. To develop interest and appreciation for literature
3. To appropriately integrate the use of the four main language skills: reading, listening, speaking, and writing

b. Specific
1. Build content knowledge by reading a range of complex texts-literary and informational
2. Provide written and oral responses to prompts that require students to cite evidence from the texts-literary and informational
3. Encounter complex texts and analyze and internalize the texts' academic language and vocabulary
4. Participate in classroom discussions and give class presentations on different subjects and themes
5. Give oral presentations
6. Listen, take notes, and comprehend a variety of reading material such as stories, poems, novels, and media presentations
7. Acquire vocabulary needed to obtain and process information for different genres

8. Connect to life Analyze stories, to recognize and appreciate various forms of literature, with the ability to reflect on themes
9. Produce written work according to styles and academic purposes
10. Develop skills for writing paragraphs, stories, essays, paragraphs, written projects, including practicing and following all steps of the writing process
11. Learn to incorporate increasingly sophisticated grammatical structures into their writing

IV. Content Outline

Unit	Lessons	Objectives	Evaluations
Unit 0 Writing and Grammar	➢ The Writing Process ➢ The Paragraph ➢ The Essay	➢ Recognize and define the parts of a paragraph. ➢ Recognize and define the types of paragraphs. ➢ Identify paragraph form. ➢ Create original paragraphs. ➢ Identify and define the writing process. ➢ Recognize and prepare prewriting strategies ➢ Use transitional words correctly. ➢ Write a composition using the writing process. ➢ Recognize the parts of an essay ➢ Recognize and define types of essays ➢ Create five paragraphs essays.	**Assessment -50 points** Write a paragraph using the writing process. **Paragraphs Hand-in test - 100 points** Compose four paragraphs: descriptive, narrative, expository, and persuasive. **Assessment -50 points** Complete an essay outline. **Essay Hand-in test -100 points** Compose an original essay. **Assessment -100 points** Edusystem's assignments will be collected and graded.
Unit 1: The Short Story	➢ Elements of a Short Story ➢ The Most Dangerous Game ➢ The Cask of Amontillado ➢ The Gift of the Magi	➢ Recognize and identify a short story ➢ Recognize and identify the elements of a short story ➢ Recognize and identify the use of figurative language ➢ Apply the analysis of the elements of plot by using the story to identify exposition, complication, rising, action, climax, falling action, and resolution. ➢ Predict the outcome using clues from the text ➢ Compare and contrast the short stories with the movies ➢ Recall details from the story to summarize	**Test -100 points** Elements of a short story **Vocabulary Quiz # 1- 50 points** "The Most Dangerous Game" **Assessment -50 points** Plot Diagram: "The Most Dangerous Game" **Essay -50 points** Compose a descriptive essay, comparing the depiction of Trap Island in the story with the movie. **Vocabulary Quiz #2 -50 points** "The Cask of Amontillado" **Assessment -50 points** Plot Diagram: "The Cask of

		➢ Interpret the story from another point of view ➢ Classify events from the story into the three types of irony ➢ Summarize the short story ➢ Analyze characterization and plot using graphic organizers	Amontillado" **Essay -50 points** Write a persuasive paragraph from Montresor's point of view as of why was Fortunato killed. **Assessment -50 points** Character Rainbow Diagram: "The Gift of the Magi" **Test -100 points** "A Gift of the Magi" **Assessment -100 points** Edusystem's assignments will be collected and graded.
Unit 2: Non-fiction	➢ Elements of Nonfiction ➢ *Diary of a Young Girl* (supplementary)	➢ Recognize and identify nonfiction text ➢ Recognize and identify the elements, text structure, and features of nonfiction ➢ Recognize and identify different types of nonfiction ➢ Apply reading strategies for nonfiction ➢ Describe and recognize an autobiography ➢ Demonstrate understanding of the autobiography of Booker T. Washington ➢ Analyze the historical context and documentation through a research project on a topic from Washington's *Up from Slavery*.	**Quiz -50 points** Elements of Nonfiction **Assessment -50 points** Create an informational brochure **Test -100 points** *Diary of a Young Girl* **Assessment -100 points** Edusystem's assignments will be collected and graded.
Unit 3: Poetry	➢ Elements of Poetry ➢ Figurative Language ➢ Theme in Poetry ➢ Lyric Poetry ➢ Narrative Poetry	➢ Demonstrate understanding of the elements of poetry. ➢ Analyze poems for form, specifically stanza and speaker, rhyme, rhythm, and meter. ➢ Demonstrate knowledge of and correctly apply literary terms for poetry, specifically diction, free verse, stanza, rhythm, rhyme, meter, and theme. ➢ Distinguish between figurative language,	**Test -100 points** "Elements of Poetry" **Quiz 1 – 50 points** "Figures of Speech" **Assessment -100 points** Analyses of the Structure of Poems **Quiz 2 – 50 points** "Literary terms" **Test -100 points** Narrative Literature

		imagery, and figures of speech. ➢ Analyze poems for figurative language, specifically images, figures of speech, emotion and mood. ➢ Identify and apply definitions of literary terms in poetry, including figurative language, imagery figures of speech, literal language, metaphor, simile personification, hyperbole, and litotes. ➢ Define theme. ➢ Analyze poems for theme. ➢ Identify theme in various poems. ➢ Analyze for characteristics of lyric poetry. ➢ Apply literary terms for poetry ➢ Analyze poems for symbol and theme. ➢ Identify the characteristics of narrative poetry and ballads. ➢ Analyze poems for the characteristics of narrative poetry and ballads. ➢ Analyze poems for symbol, irony, and theme.	**Assessment -100 points** Composition of original poetry
Unit 4: Traditional Literature	➢ Elements of Traditional Literature ➢ Introduction to the Odyssey ➢ The Odyssey Books I-V ➢ The Odyssey Books VI-IX ➢ The Odyssey X-XIII ➢ The Odyssey XIV-XVII ➢ The Odyssey	➢ Define traditional literature ➢ Identify elements of traditional literature ➢ Categorize types of traditional literature ➢ Define epic ➢ Identify details about the Trojan War ➢ Identify details about the hero's journey ➢ Create an epic hero story ➢ Recall elements and details of a story structure, such as sequence of events, character, plot, and setting. ➢ Describe the features of a place or people. ➢ Identify and summarize major events in a	**Test -100 points** Elements of Traditional Literature and Introduction to the Odyssey **Essay -50 points** A Hero's Journey **Assessment -100 points** Create New Epic Hero **Test – 100 points** The Odyssey, Books I-XIII **Assessment -100 points** Analysis, The Odyssey, Books XIV-XXIII

	XVIII-XXIII	narrative.	
		➢ Support idea with details and examples.	
		➢ Describe and illustrate how common themes are found across texts from different cultures	
		➢ Recall elements and details of a story structure, such as sequence of events, character, plot, and setting.	
		➢ Describe the features of a place or people.	
		➢ Identify and summarize major events in a narrative.	
		➢ Support ideas with details and examples.	
		➢ Describe and illustrate how common themes are found across texts from different cultures.	
		➢ Create an original mythological monster.	
Unit 5: Speeches and Public Speaking	➢ Elements of a Speech ➢ Sonia Sotomayor's Acceptance Speech ➢ Public Speaking Skills	➢ Identify the parts of a speech ➢ Identify the elements of a speech ➢ Identify types of speeches ➢ Define unknown words from speech ➢ Identify what an acceptance speech should include ➢ Recall details and elements of Sonia Sotomayor's Acceptance Speech	**Test -100 points** Elements of a Speech and Types of Speeches **Assessment -100 points** Edusystem's assignments will be collected and graded
Unit 6: Drama	➢ Elements of Drama ➢ Romeo and Juliet Act I ➢ Romeo and Juliet Act II ➢ Romeo and Juliet Act III ➢ Romeo and Juliet Act IV ➢ Romeo and Juliet Act V	➢ Identify facts about William Shakespeare ➢ Arrange the events of Act I in chronological order. ➢ Recall details from the story to summarize. ➢ Analyze character traits. ➢ Apply drama and literary terms ➢ Identify the elements of drama ➢ Classify the types of drama ➢ Identify examples of types of irony. ➢ Classify types of figurative languages.	**Assessment -50 points** Create a Scene **Quiz – 50 points** Romeo and Juliet, Acts I, II, and III **Quiz – 50 points** Romeo and Juliet, Acts IV and V **Essay – 50 points** Write an expository essay about the roles of boyfriend/girlfriend during adolescence. **Assessment – 100 points** Edusystem's assignments will

		➢ Make inferences about the theme. ➢ Arrange the events of the drama using the five parts of plot.	be collected and graded
Unit 7: Novel	➢ Elements of a Novel ➢ The Phantom of the Opera Prologue	➢ Identify and define the elements of a novel. ➢ Identify and define parts of plot. ➢ Identify types of conflict. ➢ Identify and define the points of view. ➢ Identify types of characters. ➢ Identify types of novels. ➢ Recall and identify facts about Gaston Leroux and opera. ➢ Identify and summarize major events in a narrative. ➢ Define Beauty.	**Assessment – 50 points** Interpretative Drawing **Final Test – 100 points** *The Phantom of the Opera*

References and Materials	
Curriculum	Graphic organizers
Computer, Internet, projector, Smart Board	Dictionaries
EduSystem	Supplementary reading: *The Boy in the Stripped Pajamas*
Handouts	Movies: *The Most Dangerous Game; The Cask of Amontillado; Romeo and Juliet; The Phantom of the Opera; The Boy in the Stripped Pajamas; Ann Frank*

V. Evaluation Criteria and Methods

Each student's grade will be determined by
➢ Scores earned for his/her effort and participation in daily classroom activities
➢ Completion of homework exercises, assignments, and projects
➢ Scores earned on quizzes and test

VI. COURSE REQUIREMENTS
➢ To understand the evaluation criteria and grading process to be used for the final grade.
➢ The student will be responsible of keeping a record of the grades per trimester.
➢ To maintain the uniform neat, complete, and in accordance with the Student Manual.
➢ The Student Manual, part IX, states that: boys cannot use accessories such as earrings, sunglasses, necklace, caps, hats, headbands, or any other thing on the head. Girls can use subtle makeup and neutral color nail polish. Girls cannot use head accessories (except black and white), bandanas, acrylic nails, necklace, or bracelets.
➢ To attend and be punctual, except with reasonable excuse.
➢ To remain in the Academia Santa Rosa during school hours.

- To bring warnings and documents properly signed by the parents and/or person in charge (cannot forge the signature).
- Use proper and respectful vocabulary.
- Bring written excuse when absent. It must be clear, and it has to include the student's name, group, reason, date, and signed by the parent or person in charge.
- To bring all the assigned materials, computers, and books every single day. If for any reason, a parent brings any material to the student, he or she must leave the material at the office, and the student will be called to pick it up during recess or lunch hour. The student must wait to be called.
- The student will be responsible to complete every activity, homework, or project alone.
- If the student is absent, he or she will be responsible to complete any activity, homework, class work, or material given in class. If the student was absent for a test, must be ready to take it when he or she returns to school.
- The student must bring an excuse to be able to take the test, if not the evaluation will be 0%.
- For satisfactory performance, students will complete assigned homework and reading assignments by the due dates and pass quizzes and tests on the content.
- Care about your work.
- Listen to, question, and discuss the material in class. Ask relevant questions during class, pay attention and listen to the teacher. Do not interrupt when other people are talking.
- Behave with courtesy toward other students and the teacher.
- Raise your hand for questions. No heads down on desks and no feet on tables or chairs.
- Return classroom materials, desks, tables, and chairs to their proper place after use, and at the end of each class period.
- Ask permission before opening windows, using a computer, and other materials.
- Be gentle with classroom equipment, including computers.
- Take objects to the trash can.

Prepared and Revised by: Brenda Oliver
June 8, 2021

*This syllabus is subject to change according to the student's needs, given the learning experiences, and other factors that may arise.

I hereby confirm that I received my son's/daughter's Syllabus for English 9 for the school year 2021-2022.

Student's name:_____ **Group: 9th B   On August_____, 2021.**

Student's signature   **Parent's Signature**

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Mrs. Brenda Oliver
Teacher