



## SYLLABUS AND EVALUATION PLAN

### ENGLISH FIRST GRADE

Educational Region		Municipality	School		
Code		Credits	Prerequisites	School Year	
INGL		1	Kindergarten	2022-2023	
Teacher			Education		
			<input type="checkbox"/> BA <input type="checkbox"/> MA <input type="checkbox"/> Ed.D <input type="checkbox"/> Ph.D		
CAPA-TADO		E-mail			
		@miescuela.pr			
COURSE DESCRIPTION					
<p>This is an elementary level English course that aims at developing the students' listening, speaking, reading, writing and language communication skills, so that they can be competent communicators and demonstrate mastery of 21<sup>st</sup> century college and career skills and use the English language in social and professional environments.</p>					
UNITS					
FIRST SEMESTER					
Unit 1- My Emotions			Unit 3- How Can I Help?		
Weeks 2-6	<p>In this unit, the student listens to and discusses books about feelings and opposites to develop reading skills and habits, such as identifying main ideas and supporting details. He/She expands his/her academic and content-specific vocabulary, in order to retell stories, describe story characters, and talk about him/herself and his/her experiences using emotion words and opposites.</p>		Weeks 12-16	<p>In this unit, the student creates stories with a beginning, middle, and end and describes ways to help the community in order to create stories and write letters to local representatives.</p>	
Performance Tasks: 3			Performance Tasks: 2		
Unit 2- Working It Out			Unit 4- Let's Celebrate		
Weeks 7-11	<p>During this unit, the student reads and discusses books on friendship in order to use basic vocabulary and language patterns to describe family members and peer relationships. He/she is able to identify main characters in stories and compare and contrast their similarities and differences.</p>		Weeks 17-20	<p>In this unit, the student compares and contrasts different holidays, music, and art in Puerto Rico in order to discover what makes Puerto Rico unique.</p>	
Performance Tasks: 2			Performance Tasks: 2		
SECOND SEMESTER					
Unit 5- Folktales			Unit 6- Habitats		

<b>Weeks 21-26</b>	In this unit, the student hears and reads folktales from Puerto Rico and countries around the world in order to compare character traits and to learn lessons on cultural values from Puerto Rico and other countries in the world.	<b>Weeks 27-32</b>	In this unit, the student develops the vocabulary to read and write about the habitats of animals that live in ecosystems in Puerto Rico and what they need to survive. In addition, the student discusses and comes up with ways that he/she can help the animals and ecosystems in Puerto Rico.
Performance Tasks: 2		Performance Tasks: 3	
<b>Unit 7-How We Change</b>			
<b>Weeks 33-40</b>	In this unit, the student studies non-fiction texts in order to learn about the life cycles of frogs and connect this with how humans grow and change from children to adults. The student also reads biographies in order to describe what he/she needs to do to achieve his/her goals.		
Performance Tasks:2			

<b>EVALUATION PLAN (subject to change)</b>							
<b>10 WEEKS</b>		<b>20 WEEKS</b>		<b>30 WEEKS</b>		<b>40 WEEKS</b>	
Instrument	Points	Instrument	Points	Instrument	Points	Instrument	Points
Tests and Assessment Techniques	250	Tests and Assessment Techniques	250	Tests and Assessment Techniques	175	Tests and Assessment Techniques	175
Performance Tasks	100	Performance Tasks	100	Performance Tasks	75	Performance Tasks	75
<b>Total Points</b>	<b>350</b>	<b>Total Points</b>	<b>350</b>	<b>Total Points</b>	<b>250</b>	<b>Total Points</b>	<b>250</b>
Accumulated Total Points	<b>350</b>	Accumulated Total Points	<b>700</b>	Accumulated Total Points	<b>950</b>	Accumulated Total Points	<b>1200</b>
<b>EVALUATION SCALE</b>				<b>GPA SCALE</b>			
100-90 A				4.00 – 3.50 A			
89-80 B				3.49 – 2.50 B			
79-70 C				2.49 – 1.60 C			
69-60 D				1.59 – 0.80 D			
59- 0 F				0.79 – 0.00 F			
<b>DEPARTMENT OF EDUCATION-REFERENCE TEXTS</b>							
<ul style="list-style-type: none"> <li>● <b>National Geographic Reach Level B Volume 1 and 2</b></li> <li>● <b>Journeys- Level 1.1</b></li> <li>● <b>Building Blocks for Conversations and Reading textbook</b></li> <li>● <b>Grammar Portfolio For Kids</b></li> </ul> <p>* The teacher can use other appropriate available texts in school authorized by the DEPR. (Should be included as a reference text).</p>							
<b>GENERAL NOTES</b>							
<ol style="list-style-type: none"> <li>1. It is a requisite to comply with: attendance, behavior, punctuality, handing in and reposition of classroom tasks, as established in the student regulation manual of the Department of Education.</li> <li>2. Comply with daily work, homework, and tests with honesty and punctuality.</li> </ol>							

3. Students that participate in the Special Education Program, 504 Section of the Vocational Rehabilitation Law and the Limited Spanish Proficient Program will receive accommodations as specified in their corresponding student services plans.
4. If any student has a medical condition that requires curricular adaptations, please inform the school authorities.

The syllabus is subject to change due to adverse climate conditions, teacher illness or student needs (re-teaching) among others.



**ACUSE DE RECIBO DE PRONTUARIO Y PLAN DE EVALUACIÓN DEL ESTUDIANTE**

Firma del estudiante - Fecha	Firma del maestro (a) - Fecha
Firma del padre, madre o persona encargada - Fecha	Firma del Director(a) - Fecha