



Specialized Science & Math Secondary School  
**THOMAS ARMSTRONG TORO**  
Pasong, Puerto Rico



Prince Region  
School District Prince I  
School Classification: Transition  
SCHOOL'S REFORM STRATEGY  
Academic Year 2016-2017

| COURSE  | CODE                         | CREDITS                            | PREREQUISITION        | GRADE |
|---|------------------------------|------------------------------------|-----------------------|-------|
| ENGLISH   | ENGL                         | 1                                  | ENGLISH-Eng           | 12TH  |
| <b>HIGH QUALIFIED TEACHER</b>   |                              |                                    |                       |       |
| Professor Armando Castillo Escobar, M.A., ESL   |                              |                                    |                       |       |
| CLASSROOM   | CAPA, TARD                   | EMAIL ADDRESS/PAGE                 |                       |       |
| ES  | CAPA<br>TARD                 | armando.castillo007@gmail.com      |                       |       |
| COURSE DESCRIPTION  |                              |                                    |                       |       |
| This is a high school 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 motivates and expands students' ability to listen, speak, read, write, and use language skills in order to develop their communication in English.  |                              |                                    |                       |       |
| GENERAL OBJECTIVES  |                              |                                    |                       |       |
| As a result of this course, students will<br>1. Achieve college and career ready through listening, speaking, reading, writing, and language communication skills<br>2. Be self-confidently expressing ideas, feelings, and opinions in English.<br>3. Develop a sense of success, respect, and achievement as they learn to improve English language skills.<br>4. Use English in a variety of real-life situations. |                              |                                    |                       |       |
| COURSE/ALLOCATION PLAN  |                              |                                    |                       |       |
| 4 Tests   | Priority Analysis            | Character Analysis                 | Historical Time Lines |       |
| 100 per Assessment per Term   | Oral Presentations / Debates | Mapping                            | Maximum Score         |       |
| Oral Reports  | Impersonated Dialogues       | Research/ Author/ Theme            | Others                |       |
| Current Research Project  | Oral Class Participation     | Environmental Research (Arguments) | Others                |       |
| STANDARDS AND EXPECTATIONS  |                              |                                    |                       |       |
| <b>STANDARD 1: SPEAKING</b>   |                              |                                    |                       |       |
| Communicational and cultural information that is useful in listening, speaking, reading, and writing situations in social, academic, college, and career contexts.  |                              |                                    |                       |       |
| 1. Communicate in 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 diverse questions effectively.   |                              |                                    |                       |       |
| 3. Create texts to social, academic, college, and career communication contexts using oral presentation techniques in speech.   |                              |                                    |                       |       |
| 4. Present ideas and defend opinions in speech.   |                              |                                    |                       |       |
| 5. Adjust language choices according to the task, context, purpose, and audience.   |                              |                                    |                       |       |
| 6. Plan and deliver different types of oral presentations/arguments to present information and support ideas in social, academic, college, and career settings.   |                              |                                    |                       |       |
| <b>STANDARD 2: READING</b>  |                              |                                    |                       |       |
| 1. Read critically to make logical inferences, and use specific textual evidence to support conclusions drawn from the text.  |                              |                                    |                       |       |
| 2. Determine main ideas in texts of a text and analyze their development, organization, and style, suggesting details and ideas.  |                              |                                    |                       |       |
| 3. Analyze how and why individuals, systems, or issues develop and change over time (if a text).  |                              |                                    |                       |       |
| 4. Compare texts and phrases as they are used in a text, including determining textual, communicative, and figurative meanings, and analyze how specific word choices shape meaning in text.  |                              |                                    |                       |       |
| 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. Analyze how point of view or purpose shapes the content and style of a text.   |                              |                                    |                       |       |
| 7. Analyze and evaluate content presented in diverse media and formats.   |                              |                                    |                       |       |
| 8. Evaluate and analyze an author's argument through evidence presented in a text.  |                              |                                    |                       |       |
| 9. Analyze and compare two or more authors' presentations of similar themes/topics.   |                              |                                    |                       |       |
| 10. Read and comprehend complex literary and informational texts independently and proficiently.  |                              |                                    |                       |       |
| <b>STANDARD 3: WRITING</b>  |                              |                                    |                       |       |
| 1. Write arguments to support point of view using valid reasoning and relevant evidence.  |                              |                                    |                       |       |
| 2. Write informative texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.  |                              |                                    |                       |       |
| 3. Write literary texts to develop and to experiment with genre, using a variety of techniques, details, and media.   |                              |                                    |                       |       |
| 4. Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, reviewing, or publishing).   |                              |                                    |                       |       |
| 5. Use technology, including the Internet, to research and collaborate with others and produce and publish writing.   |                              |                                    |                       |       |
| 6. Conduct research projects to explore topics based on focused questions to demonstrate understanding of the subject.  |                              |                                    |                       |       |
| 7. Evaluate different texts and media sources to support.   |                              |                                    |                       |       |
| 8. Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.   |                              |                                    |                       |       |
| <b>STANDARD 4: LANGUAGE</b>   |                              |                                    |                       |       |
| 1. Demonstrate command of the conventions of Standard English grammar and usage.  |                              |                                    |                       |       |
| 2. Apply Standard English conventions using appropriate grammatical, punctuation, and spelling.   |                              |                                    |                       |       |
| 3. Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and appropriateness.   |                              |                                    |                       |       |
| 4. Determine or clarify the meaning of unknown words and phrases by using general strategies, analyzing meaningful word parts, and consulting general and specialized resources.  |                              |                                    |                       |       |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |                              |                                    |                       |       |
| 6. Analyze for a variety of social, academic, and career-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.   |                              |                                    |                       |       |
| SPECIAL EDUCATION: LAW 14 OF JULY 7, 1998   |                              |                                    |                       |       |
| Guidelines for adapting assessments/strategies for students with special needs/other abilities and for frequently and culturally diverse students.  |                              |                                    |                       |       |



# Lower Primary Phase Syllabus 2014 2015

**Anthony S. Fauci**



## **Lower Primary Phase Syllabus 2014 2015:**

*The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 1* Timothy S. Brophy,2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music

*The Routledge Handbook of Teaching English to Young Learners* Sue Garton,Fiona Copland,2018-10-10 The Routledge Handbook of Teaching English to Young Learners celebrates the coming of age for the field of research in primary level English Language Teaching With 32 chapters written by international scholars from a wide geographical area including East Africa Mexico the South Pacific Japan France the USA and the UK this volume draws on areas such as second language acquisition discourse analysis pedagogy and technology to provide An overview of the current state of the field identifying key areas of TEYL Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning CLIL to gaming Suggestions of ways forward with the aim of shaping the future research agenda of TEYL in multiple international contexts Background research and practical advice for students teachers and researchers With extensive guidance on further reading throughout The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area

*State of Primary Education in Bhutan* Gembo Tshering,2025-04-30 Discover how Bhutan s unique cultural values and aspirations shape its education system in this edited volume This comprehensive book explores the multifaceted nature of Bhutan s primary education examining critical areas such as purpose and values curriculum design assessment strategies and the roles of diversity and inclusion It addresses vital topics like teacher development parental involvement and the impact of governance and funding on educational quality The research reveals that Bhutan s educational framework uniquely aligns with its cultural ethos emphasizing holistic development over conventional success metrics The chapters thoroughly analyze the current landscape of primary education in Bhutan and outline contributions from various stakeholders as well as serving as a roadmap for a future where research and data driven innovations drive educational improvements Revealing the intricate relationship between context and learning the volume offers a fresh perspective on how Bhutan navigates its primary education landscape and is a must read for anyone interested in innovative approaches to education Readers will learn how Bhutan strives to foster well rounded individuals prepared to thrive in an increasingly complex world It provides invaluable guidance for educators policymakers and stakeholders seeking to enhance primary education

**Globalization and the Singapore Curriculum** Zongyi Deng,S Gopinathan,Christine Kim-Eng Lee,2013-11-27 This volume provides a multi faceted and critical analysis of the Singapore curriculum in relation to globalization First it details reform initiatives established by the Singapore government to meet the challenges posed by globalization Next Globalization and the Singapore Curriculum presents how these reforms have been translated into programs school subjects and operational frameworks and then examines in turn how well these have been implemented in schools and classrooms

across the country Through this examination the book reveals how the initiatives together with their curricular translation and classroom enactment reflect on the one hand global features and tendencies and on the other distinct national traditions concerns and practices It brings to light a set of issues problems and challenges that not only concern policymakers educators and reformers in Singapore but also those in other countries as well Written by curriculum scholars policy analysts researchers and teacher educators Globalization and the Singapore Curriculum offers an up to date reference for postgraduate students scholars and researchers in the areas of curriculum and instruction comparative education educational sociology educational policy and leadership in Singapore the Asia Pacific region and beyond It also offers a vital contribution to the story of modern education around the globe providing international students scholars and researchers valuable insights into curriculum and curriculum reform for the 21st century

### **Learning and Teaching**

**Mathematics—Weaving the Nexus of Values, Attitudes and Beliefs** Tasos Barkatsas, 2025-10-02 This collection represents two decades of dedicated and rigorous empirical research spanning across multiple dimensions of mathematics education Through a theoretical approach that highlights the significance of analytical depth in the research process the studies included in this book explore significant themes in Mathematics Education that span across mathematics learning student attitudes toward mathematics beliefs engagement values motivation gender differences technology integration and effective pedagogical strategies over the past two decades The scope of this work makes a substantial contribution to the ongoing discourse on best practices in mathematics teaching equity in mathematics education and the evolving and significant role of inclusive mathematics education in the 21st century and beyond One of the key strengths of this collection can be found in its simultaneous focus on local and global perspectives

### **STEM Education: An Emerging Field of**

**Inquiry** , 2018-11-01 The second decade of the 21st century has seen governments and industry globally intensify their focus on the role of science technology engineering and mathematics STEM as a vehicle for future economic prosperity Economic opportunities for new industries that are emerging from technological advances such as those emerging from the field of artificial intelligence also require greater capabilities in science mathematics engineering and technologies In response to such opportunities and challenges government policies that position STEM as a critical driver of economic prosperity have burgeoned in recent years Common to all these policies are consistent messages that STEM related industries are the key to future international competitiveness productivity and economic prosperity This book presents a contemporary focus on significant issues in STEM teaching learning and research that are valuable in preparing students for a digital 21st century The book chapters cover a wide spectrum of issues and topics using a wealth of research methodologies and methods ranging from STEM definitions to virtual reality in the classroom multiplicative thinking STEM in pre school primary secondary and tertiary education opportunities and obstacles in STEM inquiry based learning in statistics values in STEM education and building academic leadership in STEM The book is an important representation of some of the work currently

being done by research active academics It will appeal to academics researchers teacher educators educational administrators teachers and anyone interested in contemporary STEM Education related research in a rapidly changing globally interconnected world Contributors are Natalie Banks Anastasios Tasos Barkatsas Amanda Berry Lisa Borgerding Nicky Carr Io Keong Cheong Grant Cooper Jan van Driel Jennifer Earle Susan Fraser Noleine Fitzallen Tricia Forrester Helen Georgiou Andrew Gilbert Ineke Henze Linda Hobbs Sarah Howard Sylvia Sao Leng Jeong Chunlian Jiang Kathy Jordan Belinda Kennedy Zsolt Lavicza Tricia Mclaughlin Wendy Nielsen Shalveena Prasad Theodosia Prodromou Wee Tiong Seah Dianne Siemon Li Ping Thong Tessa E Vossen and Marc J de Vries

**Economic Review, Kerala ,2016** **The Report: Kenya 2017** , As the largest economy in the EAC and COMESA in terms of GDP Kenya has positioned itself as a major economic power in sub Saharan Africa Traditionally a largely agrarian economy Kenya has quickly entrenched its position as a manufacturing logistics and technology hub in the region and this diversification forms a solid platform from which the government can generate economic growth over the coming years The resolution of the electoral process improving business confidence and strong private consumption are likely to support GDP expansion over 2018 and into 2019 In April 2018 the IMF estimated the economy would expand by 5.5% in 2018 and 6% in 2019 compared to 4.8% in 2017

*Law and Religious Diversity in Education* Kyriaki Topidi,2020-08-05 Religion is a prominent legal force despite the premise constructed and promoted by Western constitutionalism that it must be separated from the State in democracies Education constitutes an area of human life that leaves ample scope for the expression of religious identity and shapes the citizens of the future It is also the place of origin of a considerable number of normative conflicts involving religious identity that arise today in multicultural settings The book deals with the interplay of law and religion in education through the versatility of religious law and legal pluralism as well as religion s possible adaptation and reconciliation with modernity in order to consider and reflect on normative conflicts It adopts the angle of the constitutional dimension of religion narrated in a comparative perspective and critically reflects on regulatory attempts by the State and the international community to promote new ways of living together

**Syndromes: Rapid Recognition and Perioperative Implications, 2nd edition** Bruno Bissonnette,2019-09-13 Publisher s Note Products purchased from Third Party sellers are not guaranteed by the publisher for quality authenticity or access to any online entitlements included with the product The ULTIMATE reference about syndromes to have on hand to facilitate rapid recognition and perioperative implications in full colorSyndromes Rapid Recognition and Perioperative Implications Second Edition is the ultimate reference for anesthesiologists surgeons internists pediatricians emergency physicians and nurses caring for patients affected with special operative needs and acute medical care This updated book provides a complete A to Z encyclopedic clinical presentation of more than 2 200 syndromes Extensive cross referencing of international synonyms classifications and other conditions to be considered in the differential diagnosis further expands coverage to more than 5 000 entries It is the most comprehensive reference on the subject

Syndromes Rapid Recognition and Perioperative Implications Second Edition is enhanced by 200 high quality photographs in addition to tables classifications and clinical management considerations The addition of color tabs a new feature improve consultation and speed information retrieval Each syndrome listed in alphabetical order is described as follows At a glance description Synonyms Incidence Genetic Inheritance Pathophysiology Diagnosis Clinical Aspects Precautions Before Anesthesia Anesthetic Considerations Pharmacological Implications Other conditions to be considered References Health care providers fellows and residents in training will find this textbook to be an essential reference to improve patient care in this highly demanding medical and surgical environment

*Engineering* ,1902     **Dutton's Orthopaedic: Examination, Evaluation and Intervention, Fifth Edition** Mark Dutton,2020-01-05 The 1 orthopaedic evidence based textbook and reference guide A Doody's Core Title for 2021 Dutton's Orthopaedic Examination Evaluation and Intervention provides readers with a systematic logical approach to the examination and intervention of the orthopedic patient This comprehensive and up to date fifth edition strikes the perfect balance in its coverage of the continuum of care of an orthopaedic patient The content emphasizes the appropriate use of manual techniques and therapeutic exercise while outlining the correct applications of multiple adjuncts to the rehabilitative process The content reflects the consistent unified voice of a single author a prominent practicing therapist who delivers step by step guidance on the anatomy biomechanics examination and treatment of each joint and region This in depth coverage leads you logically through the systems review and differential diagnosis aided by decision making algorithms and features new coverage on balance pain assessment and concussions New videos on testing and method techniques are available on AccessPT This edition has an added 10 15 case studies as well as updated chapters to reflect the latest research and treatment techniques

*Engineering News* ,1907     **Yojana** ,2014  
Jane's All the World's Aircraft ,2007     *Aircraft* ,1968     *The Farmer & Stock-breeder* ,1945     Primary mathematics syllabus ,1968     **New Statesman and Nation** ,1950     **2014 Syllabus Science** Singapore. Curriculum Planning & Development Division,2013

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