

| COMPONENT           | OBJECTIVES   | COMPETENCY  | PERFORMANCE INDICATORS  |
|---------------------|--|---|---|
| <p>I Literature</p> | <ol style="list-style-type: none"> <li>1. Reads and/or discusses culturally diverse literature and identifies its universal themes.<br/>(L.A.D.1.4.1)(L.A.E.1.4.3)(L.A.E.1.4.5)</li> <li>2. Recognizes the connection between written works and other art forms and the cultures which produced them.<br/>(L.A.D.1.4.1)(L.A.D.2.4.1)(L.A.E.1.4.5)(L.A.E.2.4.8)</li> <li>3. Distinguishes among the major literary genres (e.g., short story, poetry, novel, drama, essay, and biography) and understands why certain literary works are considered classics.<br/>(L.A.A.2.4.3)(L.A.E.1.4.1)(L.A.E.1.4.2)(L.A.E.1.4.4)</li> <li>4. Identifies and discusses examples of figurative language (to include simile, metaphor, personification, oxymoron) and poetic devices (rhyme scheme, rhythm, free verse, sonnet) in a literary selection.<br/>(L.A.A.1.4.3)(L.A.D.2.4.2)(L.A.E.2.4.3)(L.A.E.2.4.4)</li> <li>5. Uses appropriate literary terminology to analyze literary selections (to include foreshadowing, tone, main idea, symbolism, and irony).<br/>(L.A.A.1.4.3)(L.A.D.2.4.2)(L.A.E.2.4.7)</li> <li>6. Identifies elements of literary work, including plot, setting, characterization, point of view, and theme.<br/>(L.A.A.2.4.2)(L.A.E.2.4.1)</li> </ol> | <p>A. The student will select one literary work studied during the year and at least one other art form produced by the same or different culture(s) and write a multi-paragraph essay which establishes the connection between the literature and the art form.<br/>The essay should:</p> <ol style="list-style-type: none"> <li>a. examine how the literature and the art form illustrate values and/or beliefs of the culture(s);<br/>(L.A.D.1.4.1)</li> <li>b. discuss how the techniques of the writer and the techniques of the artist in the other medium convey meaning.<br/>(L.A.D.2.4.1)(L.A.D.2.4.2)(L.A.E.1.4.5)</li> </ol> | <p>After successfully completing this course, the student should be able to:</p> <p><i>Advanced:</i> write a five-paragraph essay which contains: (1) an introduction with a clear thesis; (2) supporting paragraphs that draw the connection between the literary and the art forms; (3) a summary of the major points discussed in the essay; and (4) evidence of figurative language, complex sentence structure, and vivid word choice. There may be occasional mistakes in mechanics.</p> <p><i>Intermediate:</i> write a five-paragraph essay which contains: (1) an introduction that identifies the main points of the essay; (2) supporting paragraphs that focus on similarities between the two art forms; and (3) a conclusion that summarizes the essay's main points. There may be varied sentence structure and some mistakes in mechanics.</p> <p><i>Novice:</i> (1) use a graphic/pictorial organizer to identify, compare, and contrast three aspects of the literary work and art form; and (2) write one paragraph summarizing the information from the graphic organizer. There may be simple sentence variety, limited supporting details, and mistakes in mechanics.</p> |

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|           | <p>7. Identifies and analyzes the feelings, traits, and motives of characters.<br/>(L.A.A.1.4.2)(L.A.D.2.4.2)(L.A.E.2.4.2)(L.A.E.2.4.8)</p> <p>8. Interprets a literary selection and supports the interpretation with examples from the text.<br/>(L.A.A.2.4.7)(L.A.D.2.4.2)(L.A.E.2.4.4)(L.A.E.2.4.5)(L.A.E.2.4.7)</p> <p>9. Relates literature to real life experiences.<br/>(L.A.A.1.4.4)(L.A.E.2.4.6)</p> <p>10. Develops the habit of reading as a lifelong activity by reading at least one book per month either independently or as part of a class study.<br/>(L.A.A.2.4.3)</p> | <p>B. Given a familiar literary selection with an emphasis on character, the student will write a multi-paragraph essay which:</p> <p>a. identifies the genre;<br/>(L.A.E.1.4.1)</p> <p>b. discusses the methods the author uses to describe, develop, and reveal the character's feelings, traits, and/or motives.<br/>(L.A.D.2.4.2)(L.A.E.2.4.2)(L.A.E.2.4.4)<br/>(L.A.E.2.4.5)(L.A.E.2.4.7)</p> | <p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> write a five-paragraph essay which: (1) discusses feelings, traits, and motives in a particular literary piece as created through the author's technique; (2) includes a focused topic, identifiable main idea, logical organization, and relevant details; and (3) contains figurative language, complex sentence structure, and vivid word choice. There may be occasional mistakes in mechanics.</p> <p><b>Intermediate:</b> write a five-paragraph essay which: (1) defines a topic and presents it in an understandable and focused manner; and (2) contains organization, descriptive language, and varied sentence structure. There may be some mistakes in mechanics.</p> <p><b>Novice:</b> (1) create an illustration with a list of character traits; (2) produce a graphic organizer that identifies a character's physical appearance, thoughts, and actions/reactions; and (3) write one paragraph summarizing the information from the graphic organizer. There may be simple sentence variety, limited supporting details, and mistakes in mechanics.</p> |

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| <p>II Composition</p> | <ol style="list-style-type: none"> <li>1. Understands and practices the reading-writing connection.<br/>(L.A.A.1.4.4)(L.A.B.2.4.1)</li> <li>2. Uses the writing process individually and cooperatively (e.g., prewriting, drafting, revising, editing, and publishing).<br/>(L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.1.4.3)</li> <li>3. Uses personal experiences, discussion, visual stimuli, observations, reading research, and media to generate ideas for writing.<br/>(L.A.B.1.4.1)(L.A.B.2.4.1)(L.A.E.2.4.6)</li> <li>4. Formulates a thesis statement and supports it with fully developed paragraphs.<br/>(L.A.B.1.4.2)(L.A.B.2.4.2)</li> <li>5. Selects tone and point of view appropriate to subject and writes for a variety of audiences and purposes.<br/>(L.A.B.2.4.3)(L.A.D.2.4.2)</li> <li>6. Writes an essay maintaining consistency in number, tense, and parallel structure for a variety of audiences and purposes.<br/>(L.A.B.1.4.3)(L.A.B.2.4.3)</li> </ol> | <p>A. In response to an expository or persuasive prompt in a timed writing situation, the student will produce a multi-paragraph essay which contains an introduction with a clearly stated thesis, supporting details, and an effective conclusion.<br/>(L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.2.4.2)<br/>(L.A.B.2.4.3)(L.A.D.2.4.2)</p> | <p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> follow prewriting steps to write a five-paragraph essay which: (1) contains a well-developed introduction with a clearly stated thesis; (2) provides logical organization and relevant supporting details, transitional devices, and an effective conclusion; and (3) uses vivid word choice, complex sentence structure, and a writing style suitable for audience and purpose. There may be occasional mistakes in mechanics.</p> <p><b>Intermediate:</b> follow prewriting steps to write a five-paragraph essay which: (1) contains an introduction with a clear thesis statement; (2) provides three relevant supporting details, some transitional devices, and a conclusion; and (3) demonstrates logical organization with simple sentence variety. There may be some mistakes in mechanics.</p> <p><b>Novice:</b> follow prewriting steps (e.g., brainstorming/clustering) to complete a plan which contains: (1) a thesis statement; (2) three supporting details with examples; and (3) a concluding statement. There may be simple sentence structure, limited supporting details, and mistakes in mechanics.</p> |

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|           | <p>7. Writes formally and informally in a variety of modes to include narrative (personal experience/reflection), expository (essay, biographical event, literary analysis, character sketch), persuasive (editorial), and imaginative (story, poem).<br/>(L.A.B.1.4.2)(L.A.B.2.4.3)</p> <p>8. Writes multi-paragraph compositions that reflect sound organization and logical development (comparison and/or contrast, cause and effect, analysis, classification, order of importance, spatial relationships, definition, and/or chronological order).<br/>(L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.2.4.2)</p> <p>9. Learns and applies techniques for writing effective introductions and conclusions.<br/>(L.A.B.1.4.2)</p> <p>10. Uses a variety of sentence lengths and patterns to affect style.<br/>(L.A.B.1.4.2)</p> <p>11. Summarizes or paraphrases the content of selected materials.<br/>(L.A.A.1.4.4)(L.A.B.2.4.1)</p> <p>12. Revises writing to improve logic, sequence, coherence, and word choice.<br/>(L.A.A.1.4.3)(L.A.B.1.4.2)(L.A.B.1.4.3)</p> <p>13. Applies the conventions of standard written English.<br/>(L.A.B.1.4.2)(L.A.B.1.4.3)</p> | <p>B. The student will prepare and submit a presentation portfolio that will include:</p> <p>a. products that reflect the writing process and evaluation;<br/>(L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.1.4.3)</p> <p>b. a variety of modes of writing appropriate to audience and purpose (e.g., narrative, expository, persuasive, and imaginative);<br/>(L.A.B.2.4.3)</p> <p>c. use of at least three organizational patterns that provide for a logical progression of ideas (e.g., comparison and/or contrast, cause and effect, analysis, classification, order of importance, definition, and/or chronological order);<br/>(L.A.B.1.4.2)(L.A.B.2.4.2)</p> <p>d. the student's reflective explanation for each choice.<br/>(L.A.A.2.4.4)</p> | <p>After successfully completing this course, the student should be able to submit a presentation portfolio which includes:</p> <p><i>Advanced:</i> samples that: (1) reflect the writing process; (2) represent each of the four modes of writing and at least three organizational patterns; and (3) include a student's reflective explanation for each choice.</p> <p><i>Intermediate:</i> samples that: (1) reflect the writing process; (2) represent each of the four modes of writing and at least three organizational patterns; and (3) include a student's reflective explanation for each choice.</p> <p><i>Novice:</i> samples/graphic representations that: (1) reflect the writing process; (2) demonstrate each of the four modes of writing and at least three organizational patterns; and (3) include a reflective sentence for each choice.</p> |

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|           | <p>14. Evaluates own writing and the writing of others through teacher conferencing and peer revision and editing.<br/>(L.A.B.1.4.3)</p> <p>15. Writes accurate, complete, organized answers to essay questions.<br/>(L.A.B.1.4.2)(L.A.B.2.4.3)</p> <p>16. Responds directly and efficiently to a prompt in a timed writing situation.<br/>(L.A.B.2.4.3)</p> <p>17. Uses computers and related technology as available for the writing process.<br/>(L.A.B.2.4.4)(L.A.D.2.4.4)</p> <p>18. Keeps a writing portfolio containing pieces in progress and finished products selected by student and/or teacher and evaluates them to reflect growth in writing.<br/>(L.A.A.2.4.4)</p> |            |                        |

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| <p>III Language/Word Study</p> | <ol style="list-style-type: none"> <li>1. Expands the understanding of a variety of common, survival, consumer, technical, academic, and cultural vocabularies, dialects, and idiomatic expressions.<br/>(L.A.D.1.4.2)(L.A.D.1.4.3)</li> <li>2. Increases personal vocabulary through the study of prefixes/suffixes/roots, context clues, and/or etymologies.<br/>(L.A.A.1.4.3)</li> <li>3. Differentiates between denotative and connotative properties of words. Uses synonyms, antonyms, and homonyms appropriately.<br/>(L.A.A.1.4.3)(L.A.D.2.4.1)</li> <li>4. Understands word analogies.<br/>(L.A.A.1.4.3)(L.A.C.3.4.3)</li> <li>5. Identifies biased language and its effect on the validity of information provided in a written selection and/or an oral or visual presentation.<br/>(L.A.A.2.4.5)(L.A.C.1.4.4)(L.A.D.1.4.2)(L.A.D.2.4.1)</li> <li>6. Composes grammatically correct sentences in context, uses verb tense appropriately.<br/>(L.A.B.1.4.3)</li> <li>7. Identifies how culture and geography influence English language development.<br/>(L.A.D.1.4.1)(L.A.D.2.4.1)</li> </ol> | <p>A. The student will develop and maintain a vocabulary notebook that contains difficult words and their meanings, analogies, and analogous relationships.<br/>(L.A.A.1.4.3)</p> | <p>Throughout the duration of this course, the student should be able to compile a vocabulary notebook which contains:</p> <p><i>Advanced:</i> (1) difficult words along with phrases/idiomatic expressions from individual or class readings; (2) context clues leading to the definition of words; (3) word banks correctly identifying the relationships in word analogies and lists of synonyms, antonyms, and/or homonyms; and (4) select words appropriately used in thematic sentences and stories.</p> <p><i>Intermediate:</i> (1) difficult words along with phrases/idiomatic expressions from individual or class readings; (2) context clues leading to the definition of words; (3) word banks identifying synonyms, antonyms, and/or homonyms; (4) lists classifying the words into categories; and (5) sentences applying the appropriate word meanings.</p> <p><i>Novice:</i> (1) predictions of word meanings from context clues; (2) word banks identifying synonyms, antonyms, and/or homonyms; (3) lists classifying the words into categories; and (4) definitions/illustrations that reveal the appropriate meanings.</p> |

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|           | <p>8. Incorporates new vocabulary in written and oral work.<br/>(L.A.A.1.4.3)</p> <p>9. Improves and expands vocabulary through reading and writing.<br/>(L.A.A.1.4.2)(L.A.A.1.4.3)</p> | <p>B. The student will select a multimedia source directed at audiences distinguished by such variables as age, sex, interest, and socio-economic level and develop a project/presentation that illustrates how dialect and/or biased language direct the message to a specific audience.<br/>(L.A.A.2.4.5)(L.A.C.1.4.4)(L.A.D.2.4.1)(L.A.D.2.4.5)</p> | <p>After successfully completing this course, the student should be able to select a multimedia source which targets a specific audience and develop a project/presentation that:</p> <p><i>Advanced:</i> includes a written evaluation of the piece which: (1) interprets the source's general message; (2) identifies the target audience; and (3) explains how dialect and/or biased language direct the message through such variables as age, sex, interest, and socio-economic level.</p> <p><i>Intermediate:</i> (1) states the source's general message; (2) identifies the target audience; and (3) includes a written explanation of how variables (e.g., age, sex, interest, and socio-economic level) expose the biased message.</p> <p><i>Novice:</i> (1) demonstrates an awareness of the source's general message; (2) identifies the target audience; and (3) includes a graphic organizer detailing how variables (e.g., age, sex, interest, and socio-economic level) expose the biased message.</p> |

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|           |            | <p>C. Given an unfamiliar reading selection (e.g., a passage from a formal essay, novel, poem), or story containing challenging vocabulary, sentence structure, organization, or ideas, the student will write a brief interpretation of the selection identifying the strategies used in order to achieve comprehension.<br/>(L.A.A.1.4.1)(L.A.A.1.4.2)(L.A.A.1.4.4)<br/>(L.A.A.2.4.1)(L.A.B.2.4.1)</p> | <p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> produce a response to an unfamiliar reading selection which: (1) analyzes and paraphrases the selection; (2) interprets the information in writing; and (3) focuses on vocabulary textual meanings and strategies.</p> <p><b>Intermediate:</b> (1) underline/highlight unfamiliar terms focusing on context clues to decipher meanings; (2) write marginal notes which question the text; and (3) write a brief summary interpreting the meaning of the work.</p> <p><b>Novice:</b> (1) underline/highlight unfamiliar terms focusing on context clues to decipher meanings; (2) write marginal notes extracting key information; and (3) write a brief statement using key information to demonstrate a general understanding of the work.</p> |



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| <p>IV Listening/Speaking /Viewing</p> | <ol style="list-style-type: none"> <li>1. Develops an awareness of various dialects, accents, and speech patterns indigenous to regional/multicultural communities.<br/>(L.A.D.1.4.1)(L.A.D.1.4.2)(L.A.D.1.4.3)(L.A.D.2.4.1)</li> <li>2. Applies appropriate listening, speaking, and viewing skills in a variety of settings to complete a task.<br/>(L.A.C.1.4.1)(L.A.C.1.4.2)(L.A.C.1.4.3)(L.A.C.2.4.2)(L.A.C.3.4.1)(L.A.C.3.4.2)(L.A.C.3.4.4)</li> <li>3. Designs, delivers, and/or evaluates classroom oral presentations for a specific purpose and audience using effective verbal and nonverbal techniques.<br/>(L.A.C.1.4.3)(L.A.C.2.4.2)(L.A.C.3.4.1)(L.A.C.3.4.2)(L.A.C.3.4.3)(L.A.C.3.4.4)</li> <li>4. Memorizes and recites an excerpt from a selection.<br/>(L.A.C.3.4.1)(L.A.C.3.4.2)(L.A.C.3.4.4)</li> <li>5. Contributes appropriately to an oral discussion.<br/>(L.A.C.1.4.3)</li> <li>6. Writes accurate notes from dictations and oral presentations.<br/>(L.A.A.1.4.4)(L.A.B.2.4.1)(L.A.C.1.4.1)</li> <li>7. Observes and evaluates information from a variety of multimedia materials.<br/>(L.A.A.2.4.6)(L.A.C.1.4.2)(L.A.C.2.4.1)(L.A.C.2.4.2)(L.A.D.2.4.3)(L.A.D.2.4.5)</li> </ol> | <p>A. Using multimedia resources, the student will prepare and present an oral review/critique of one medium (e.g., a book, periodical, film, recording, Internet, software program, etc.). This review should:</p> <ol style="list-style-type: none"> <li>a. have an introduction, body, and conclusion;<br/>(L.A.C.3.4.4)</li> <li>b. include an evaluation of the material;<br/>(L.A.A.2.4.2)(L.A.B.2.4.1)(L.A.B.2.4.2)(L.A.C.3.4.2)</li> <li>c. use terminology appropriate to the medium reviewed.<br/>(L.A.C.3.4.4)(L.A.C.3.4.5)(L.A.D.2.4.3)(L.A.D.2.4.4)</li> </ol> | <p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> prepare and present an oral review which contains: (1) a well-developed introduction, key details, and an effective conclusion; (2) an evaluation of the material providing a clearly stated and defensible point of view with ample supporting evidence; (3) terminology appropriate to the selected medium; and (4) effective delivery techniques.</p> <p><b>Intermediate:</b> prepare and present an oral review which contains: (1) an adequate introduction, key details, and an effective conclusion; (2) an evaluation of the material providing an identifiable point of view with supporting evidence; (3) terminology appropriate to the selected medium; and (4) delivery techniques.</p> <p><b>Novice:</b> (1) use note-taking skills to arrange information from the selected material; (2) briefly summarize the piece through a graphic organizer; (3) include a simple statement that evaluates the material and provides some supporting evidence; (4) orally present the review using graphic representations; and (5) show awareness of delivery techniques.</p> |

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|           | <p>8. Reads aloud from a variety of sources.<br/>(LA.C.3.4.1)(LA.C.3.4.2)</p> <p>9. Summarizes and retells a literary/multimedia selection using appropriate structure and vocabulary.<br/>(LA.A.1.4.4)(LA.A.2.4.1)</p> | <p>B. Using multimedia resources, the student will demonstrate oral communication skills in English (appropriate level sentence patterns and vocabulary) by asking for and giving information related to self, school, community, and academic content, such as:</p> <ul style="list-style-type: none"> <li>a. participating in a job interview;<br/>(LA.C.3.4.4)</li> <li>b. researching and presenting a variety of career opportunities;<br/>(LA.C.3.4.3)</li> <li>c. interviewing and reporting on a community role model;<br/>(LA.C.3.4.4)</li> <li>d. engaging in a role-playing panel or problem-solving activity.<br/>(LA.C.1.4.3)(LA.C.3.4.4)</li> </ul> | <p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> demonstrate proficiency in oral communication skills by: (1) complying with the standard conventions of spoken English; (2) using terminology appropriate to audience and purpose; (3) recognizing/using verbal and nonverbal cues that affect meaning; and (4) formulating questions to clarify meaning.</p> <p><b>Intermediate:</b> demonstrate competence in oral communication skills by: (1) complying with the standard conventions of spoken English; (2) using terminology appropriate to audience and purpose; (3) recognizing/using verbal and nonverbal cues that affect meaning; and (4) formulating questions to clarify meaning.</p> <p><b>Novice:</b> demonstrate developing oral communication skills by: (1) using simple statements in standard English; (2) responding with basic vocabulary that is appropriate to audience and purpose; (3) distinguishing between words/nonverbal cues that affect meaning; and (4) formulating basic questions for clarification.</p> |

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| <p>V Informational Reading/Information Literacy/ Study and Test Taking</p> | <ol style="list-style-type: none"> <li>1. Practices the following reading strategies in a variety of selections:               <ul style="list-style-type: none"> <li>- determines the following:                   <ul style="list-style-type: none"> <li>• stated or implied main idea (L.A.A.2.4.1)</li> <li>• sequence of events or ideas</li> <li>• stated or implied cause and effect</li> <li>• fact/opinion</li> <li>• generalization</li> <li>• conclusion; (L.A.A.2.4.8)</li> </ul> </li> <li>- varies reading rate to suit purpose and subject matter (e.g., skimming, scanning, and analytical reading); (L.A.A.1.4.2)</li> <li>- monitors comprehension of a reading selection using the reading process (e.g., previewing, predicting, questioning, rereading, and paraphrasing). (L.A.A.1.4.1)(L.A.A.1.4.2)</li> </ul> </li> <li>2. Uses features of books (e.g., table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography, blurbs, and footnotes). (L.A.A.2.4.6)</li> <li>3. Identifies appropriate sources to obtain information using reference materials (e.g., dictionaries, thesauruses, encyclopedias, almanacs, directories, newspapers, government publications, and information services). (L.A.A.2.4.6)(L.A.A.2.4.7)</li> </ol> | <p>A. Given an editorial based on a current event, the student will write an analysis which:</p> <ol style="list-style-type: none"> <li>a. identifies the stated or implied main idea of the editorial and summarizes key details; (L.A.A.2.4.1)</li> <li>b. distinguishes statements of fact from statements of opinion;</li> <li>c. concludes with an evaluation of the writer’s argument. (L.A.A.2.4.4)(L.A.A.2.4.5)(L.A.A.2.4.8)</li> </ol> | <p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> write a thorough analysis of the editorial which: (1) clearly identifies and summarizes the stated/implied main idea and key details; (2) accurately distinguishes statements of fact from opinions; (3) evaluates the writer’s use of persuasive techniques; and (4) shows evidence of logical organization, coherence, and effective transitional devices.</p> <p><b>Intermediate:</b> (1) use note-taking skills to identify key details and summarize the main idea; (2) create lists that distinguish statements of facts from opinions; (3) use a checklist to evaluate the effectiveness of the writer’s persuasive techniques; and (4) write a brief analysis of the editorial incorporating the acquired information.</p> <p><b>Novice:</b> (1) highlight key details from an editorial based on a current event; (2) incorporate key details to paraphrase the essential message; (3) list clue words or phrases that may determine fact/opinion statements; (4) use a checklist to identify persuasive language; and (5) write a brief paragraph summarizing the acquired information.</p> |

| COMPONENT | OBJECTIVES   | COMPETENCY   | PERFORMANCE INDICATORS   |
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|           | <p>4. Uses effective reading and writing strategies in a variety of informational contexts:</p> <ul style="list-style-type: none"> <li>- fills out common forms appropriately;<br/>(L.A.A.2.4.4)</li> <li>- demonstrates an understanding of technical materials (e.g., product directions, consumer reports);<br/>(L.A.A.1.4.3)</li> <li>- obtains information from maps, charts, tables, graphs, schedules, pictures, signs, atlases, or diagrams;<br/>(L.A.A.1.4.2)</li> <li>- compares and contrasts reading material presenting different points of view on the same topic;<br/>(L.A.A.2.4.2)(L.A.A.2.4.7)</li> <li>- writes complete letters and messages.<br/>(L.A.A.2.4.4)(L.A.B.2.4.3)</li> </ul> <p>5. Uses appropriate skills and resources to access, organize, analyze, and synthesize information:</p> <ul style="list-style-type: none"> <li>- completes independent reading, writing, and research outside of class;<br/>(L.A.A.1.4.4)(L.A.A.2.4.4)(L.A.A.2.4.6)</li> <li>- uses diverse references and multi-cultural resources inclusive of primary and secondary sources beyond general encyclopedia work, and documents them properly;<br/>(L.A.A.2.4.6)(L.A.A.2.4.7)(L.A.D.2.4.6)</li> <li>- uses multimedia sources to acquire information;<br/>(L.A.B.2.4.4)</li> <li>- uses the computer as an aid to learning;<br/>(L.A.B.2.4.4)</li> <li>- understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.<br/>(L.A.D.2.4.6)</li> </ul> | <p>B. The student will use multimedia resources to choose and narrow a topic and write an accurately documented investigative paper of three or more pages using both primary and secondary sources.<br/>(L.A.A.1.4.4)(L.A.A.2.4.6)(L.A.A.2.4.7)<br/>(L.A.B.2.4.1)(L.A.B.2.4.2)(L.A.B.2.4.4)<br/>(L.A.D.2.4.6)</p> | <p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> write an investigative paper which: (1) reflects appropriate research skills; (2) synthesizes information from primary and secondary sources; (3) demonstrates logical organization and coherence; (4) provides effective transitional devices; and (5) uses the conventions of standard written English.</p> <p><b>Intermediate:</b> (1) access information from primary and secondary sources; (2) organize, analyze, and summarize the researched material; and (3) write an organized investigative paper that includes appropriate word choice, transitional words/phrases, and varied sentence structure.</p> <p><b>Novice:</b> (1) access information from primary and secondary sources; (2) use note-taking skills to organize and briefly summarize researched materials; and (3) create an outline identifying the thesis, supporting details, and examples.</p> |

| COMPONENT | OBJECTIVES   | COMPETENCY  | PERFORMANCE INDICATORS  |
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|           | <p>6. Develops and practices appropriate study and test-taking strategies:</p> <ul style="list-style-type: none"> <li>- sets personal goals and establishes priorities for study time and space;</li> <li>- develops and practices a variety of systematic methods of taking and organizing notes for review of content information;<br/>(L.A.A.1.4.4)(L.A.B.2.4.1)(L.A.B.2.4.2)</li> <li>- identifies, develops, and demonstrates effective test-taking skills relating to a variety of question styles in both timed and untimed environments;<br/>(L.A.A.1.4.2)</li> <li>- learns to read, comprehend, analyze, and respond to reading selections and excerpts in testing situations;<br/>(L.A.A.1.4.2)(L.A.A.1.4.4)</li> <li>- participates periodically in timed reading activities to increase reading rate using grade-appropriate fiction and nonfiction selections of varying length for a variety of timed tests.<br/>(L.A.A.1.4.2)</li> </ul> | <p>C. The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of tests.<br/>(L.A.A.1.4.4)(L.A.B.2.4.1)(L.A.B.2.4.2)</p> | <p>Throughout the duration of this course, the student should be able to:</p> <p><b>Advanced:</b> use a teacher-made checklist of the skills/strategies listed in the objectives to: (1) check off and date skills/strategies being developed/ mastered; and (2) evaluate the degree of mastery by using a rating system.</p> <p><b>Intermediate:</b> use a teacher-made checklist of the skills/strategies listed in the objectives to: (1) check off and date skills/strategies being developed/ mastered; and (2) evaluate the degree of mastery by using a rating system.</p> <p><b>Novice:</b> use a teacher-made checklist of the skills/strategies listed in the objectives to: (1) check off and date skills/strategies being developed/ mastered; and (2) evaluate the degree of mastery by using a rating system.</p> |

| COMPONENT | OBJECTIVES | COMPETENCY  | PERFORMANCE INDICATORS  |
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|           |            | <p>D. The student will interpret and summarize a technical and/or scientific reading selection by using charts, graphs, tables, maps, and graphic organizers.<br/>(L.A.A.1.4.1)(L.A.A.1.4.2)(L.A.A.1.4.3)<br/>(L.A.A.1.4.4)(L.A.A.2.4.8)(L.A.B.2.4.1)</p> | <p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> (1) accurately interpret and summarize the selection; and (2) create appropriate graphic models that clearly represent the information.</p> <p><b>Intermediate:</b> (1) interpret the selection; and (2) create graphic models that accurately represent the information.</p> <p><b>Novice:</b> (1) highlight key information from technical/scientific reading selection; (2) use marginal notes to briefly summarize information; and (3) create graphic models to accurately represent the information.</p> |

| COMPONENT  | OBJECTIVES   | COMPETENCY  | PERFORMANCE INDICATORS  |
|------------|--|---|---|
| VI Culture | <ol style="list-style-type: none"> <li>1. Identifies, describes, and/or discusses customs and traditions related to student's native culture.</li> <li>2. Identifies, describes, and/or discusses important people, places, landmarks, and events related to the community.</li> <li>3. Identifies, describes, and/or discusses major holidays and celebrations in the United States and in the student's native country/culture.</li> <li>4. Demonstrates awareness of the diverse views of others.</li> <li>5. Identifies, describes, and/or discusses school policies, rules, and regulations.</li> </ol> | <p>A. The student will write and present an individual or group project that compares/contrasts the traditions and customs of the United States to those of his/her native country/culture.</p> | <p>After successfully completing this course, the student(s) should be able to produce a creative representation which:</p> <p><b>Advanced:</b> (1) clearly identifies aspects of each culture; and (2) compares/contrasts the respective traditions and customs through the use of media/realia.</p> <p><b>Intermediate:</b> (1) identifies aspects of each culture; and (2) compares/contrasts the respective traditions and customs through the use of media/realia.</p> <p><b>Novice:</b> (1) identifies the aspects of each culture; and (2) uses a graphic organizer to compare/contrast the respective traditions and customs through the use of media/realia.</p> |