

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Literature</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Reads and compares literary works in various genres which span the major periods in American literature and reflect a variety of American cultures and points of view (L.A.D.1.4.1) (L.A.D.2.4.1) (L.A.E.1.4.1) (L.A.E.1.4.5) (L.A.E.2.4.8) 2. Understands how works and/or universal themes in American literature are reflections of and reactions to contemporaneous historical events and cultural and social settings (L.A.D.2.4.1) (L.A.E.1.4.2) (L.A.E.1.4.3) (L.A.E.1.4.5) (L.A.E.2.4.8) 3. Identifies the ideas and styles of major periods of American literature as reflected in and influenced by works of American authors (L.A.D.1.4.1) (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.5) 4. Reads and analyzes the elements of representative formal essays, and evaluates the effectiveness of rhetorical devices and propaganda techniques (L.A.A.2.4.5) (L.A.D.2.4.2) (L.A.E.2.4.5) (L.A.E.2.4.7) 5. Evaluates the appropriateness of figurative language and rhetorical devices encountered in literary selections (to include extended metaphor, personification, oxymoron, hyperbole, understatement, apostrophe, synecdoche, and metonymy) (L.A.A.1.4.3) (L.A.D.2.4.2) (L.A.E.2.4.3) (L.A.E.2.4.4) 6. Analyzes literary devices with respect to their importance in the development of a work (to include tone, symbolism, irony, satire, imagery, allusion, foreshadowing, flashback, dialect, and parody) (L.A.A.1.4.3) (L.A.D.2.4.2) (L.A.E.2.4.3) (L.A.E.2.4.5) 7. Compares and contrasts plot, setting, characterization, point of view, and theme in a variety of works from the same and different schools of writing (L.A.A.2.4.2) (L.A.E.2.4.1) (L.A.E.2.4.2) (L.A.E.2.4.7) 8. Discusses techniques a writer uses for developing a character and articulates how and why a character changes through the course of work (L.A.D.2.4.2) (L.A.E.2.4.2) (L.A.E.2.4.4) (L.A.E.2.4.5) (L.A.E.2.4.7) 	<ol style="list-style-type: none"> A. The student will select one universal theme central to the American experience that has been discussed during the course of the year and write an essay of at least six paragraphs that makes connections between the time selected, American literature studied or read independently, and the student's own values. The theme should be supported with examples taken from literature that <ol style="list-style-type: none"> a. reflect a variety of cultures and points of view; (L.A.D.1.4.1) b. span major periods in American history; (L.A.D.2.4.1) c. represent at least four different genres, including the formal essay. (L.A.E.1.4.1) (L.A.E.1.4.2) (L.A.E.1.4.3) (L.A.E.2.4.6) (L.A.E.2.4.7) (L.A.E.2.4.8) B. Given two unfamiliar literary selections with a common focus from two different genres, the student will write an essay of comparison and/or contrast which <ol style="list-style-type: none"> a. has a declarative, controlling, and defensible thesis; b. reflects all aspects of the writing process including cooperative discussion in pairs or small groups; c. demonstrates an understanding of the use and appropriateness of figurative language, rhetorical and literary devices, and relevant elements of literature. (L.A.B.2.4.1) (L.A.B.2.4.3) (L.A.D.2.4.2) (L.A.E.2.4.2) (L.A.E.2.4.3) (L.A.E.2.4.5) (L.A.E.2.4.7)

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<p>II Composition</p>	<p>9. Recognizes the functions of minor characters and subplots within a work (L.A.E.2.4.2) (L.A.E.2.4.7)</p> <p>10. Uses literary criticism to support an interpretation of selected works when appropriate (L.A.A.2.4.4) (L.A.E.2.4.7)</p> <p>11. Examines own values in light of those expressed in American literature (L.A.A.1.4.4) (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.6)</p> <p>12. Reads additional American literary selections to enrich his or her understanding (L.A.A.2.4.3) (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.4) (L.A.E.2.4.5) (L.A.E.2.4.8)</p> <p>13. Develops the habit of reading as a lifelong activity by reading at least one book a month either independently or as part of a class study (L.A.A.2.4.3)</p> <p>The following objectives support competencies A and B.</p> <p>1. Understands and practices the reading-writing connection (L.A.B.2.4.1)</p> <p>2. Uses the writing process individually and cooperatively: prewriting, drafting, revising, editing and publishing (L.A.B.1.4.1) (L.A.B.1.4.3)</p> <p>3. Adapts tone, attitude, point of view, and style in terms of audience, purpose, situation, and subject (L.A.B.2.4.3) (L.A.E.2.4.5)</p> <p>4. Writes a precise thesis statement that is declarative, controlling, and defensible, and supports it with fully developed paragraphs (L.A.B.1.4.2)</p>	<p>A. In response to a prompt on a literary topic in a timed writing situation, the student will produce a multi-paragraph essay that</p> <ul style="list-style-type: none"> a. includes an effective introduction, defensible thesis, and conclusion; (L.A.A.2.4.8) b. uses quotations from the selection to support the thesis; c. reflects an awareness of voice, coherence, vivid word choice, appropriate figurative language and literary devices, and smooth transitions; (L.A.D.2.4.2) d. adapts style to audience, purpose, situation, and subject; e. demonstrates accepted rules of standard written English. (L.A.B.1.4.2) (L.A.B.2.4.3) (L.A.E.2.4.5)

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	<p>5. Writes in a variety of modes (to include literary analysis and criticism, persuasion, personal reflection, character sketch, and imaginative writing) (L.A.B.2.4.3) (L.A.E.1.4.1) (L.A.E.2.4.4) (L.A.E.2.4.5) (L.A.E.2.4.7)</p> <p>6. Writes multiparagraph compositions including essays of five paragraphs or more reflecting sound organization, logical development (comparison and/or contrast, cause and effect, classification, order of importance, and spatial relationships) and accepted rules of standard written English (L.A.B.1.4.2)</p> <p>7. Refines a personal writing style which reflects awareness of voice, coherence, vivid word choice, appropriate literary devices, smooth transitions, and effective introductions and conclusions (L.A.A.1.4.3) (L.A.D.2.4.2) (L.A.E.2.4.5)</p> <p>8. Writes a resume and an essay for employment and/or college application (L.A.B.2.4.2)</p> <p>9. Demonstrates research skills such as:</p> <ul style="list-style-type: none"> - restricting general subjects - using effective note-taking skills - writing summaries and paraphrasing - synthesizing information - organizing and documenting outside sources in a formatted investigative paper <p>(L.A.A.1.4.4) (L.A.B.2.4.2)</p> <p>10. Evaluates own writing and the writing of others through peer revision and teacher conferences (L.A.A.2.4.4)</p> <p>11. Responds directly and efficiently to a prompt in timed writing (L.A.A.2.4.4)</p> <p>12. Uses computers and related technology as available for the writing process (L.A.B.2.4.4) (L.A.D.2.4.4)</p>	<p>B. The student will produce a piece of imaginative or personal writing such as a short story, original character sketch, autobiographical piece, poem, or dramatic script which includes at least four original examples of figurative language and rhetorical or literary devices from among those studied. (L.A.B.1.4.2) (L.A.D.2.4.2) (L.A.E.1.4.1) (L.A.E.2.4.3) (L.A.E.2.4.4)</p> <p>C. After keeping a portfolio of writing, the student will prepare and submit a “presentation portfolio” that will include:</p> <ul style="list-style-type: none"> a. products that reflect the writing process, peer editing and evaluation; (L.A.B.1.4.2) (L.A.B.1.4.3) b. a variety of modes appropriate to audience and purpose to include literary analysis and criticism, persuasion, personal reflection, and imaginative writing and/or character sketch; (L.A.B.2.4.3) c. at least four organizational patterns selected from among comparison and/or contrast, cause and effect, classification, order of importance, and spatial relationships; (L.A.B.1.4.2) d. the student’s reflective explanation for each choice.

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<p>III Language/Word Study</p>	<p>13. Keeps a writing portfolio (selected by author, teacher and author, or teacher), containing pieces in progress and finished products, and evaluates them to reflect growth in writing (L.A.A.2.4.4)</p> <p>1. Studies etymologies of English words as they relate to various cultures and languages in order to appreciate cultural diversity (L.A.D.1.4.1) (L.A.D.1.4.2) (L.A.D.1.4.3) (L.A.D.2.4.1)</p> <p>2. Determines/infers the word meanings from a knowledge of word parts, context clues and etymologies (L.A.A.1.4.3)</p> <p>3. Recognizes and selects appropriate language with regard to connotation and denotation (L.A.A.1.4.3) (L.A.D.1.4.2) (L.A.D.2.4.1)</p> <p>4. Expands vocabulary, including a consideration of analogies that contain abstract word relationships, for SAT and ACT testing success (L.A.A.1.4.3)</p> <p>5. Recognizes sexism and cultural bias in oral and written language and literature (L.A.C.1.4.4) (L.A.D.1.4.2) (L.A.E.2.4.7)</p> <p>6. Understands terms necessary for completion of college admission forms and essays</p> <p>7. Studies how language development influences a culture and how a culture influences language development (L.A.D.1.4.1) (L.A.D.1.4.2) (L.A.D.2.4.1) (L.A.E.2.4.8)</p>	<p>A. Given two essays, speeches, documents, or other formal writing with a similar focus from two different time periods in American history, the student will write an essay using an appropriate organizational pattern which</p> <p>a. examines the appropriateness of the author's language in terms of connotation and denotation and sexism and cultural bias; (L.A.C.1.4.4) (L.A.D.1.4.2)</p> <p>b. identifies the relationship that may exist between the culture, the time period, and the language used. (L.A.B.2.4.1) (L.A.D.1.4.1) (L.A.D.1.4.3) (L.A.D.2.4.1) (L.A.E.2.4.4) (L.A.E.2.4.7) (L.A.E.2.4.8)</p>

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<p>IV Listening/Speaking/ Viewing</p>	<ol style="list-style-type: none"> 1. Develops an awareness of, and sensitivity to, various dialects, accents, and speech patterns indigenous to a multicultural community (L.A.D.1.4.1) (L.A.D.1.4.3) (L.A.D.2.4.1) 2. Applies appropriate listening, speaking, and viewing skills in a variety of cooperative settings (L.A.C.1.4.1) (L.A.C.1.4.2) (L.A.C.1.4.3) (L.A.C.2.4.1) (L.A.C.3.4.1) (L.A.C.3.4.2) (L.A.C.3.4.4) 3. Designs, delivers, and evaluates classroom oral presentations (L.A.C.1.4.1) (L.A.C.1.4.2) (L.A.C.1.4.3) (L.A.C.3.4.1) (L.A.C.3.4.2) (L.A.C.3.4.3) (L.A.C.3.4.4) (L.A.C.3.4.5) 4. Analyzes and critiques a variety of audiovisual presentations (L.A.B.2.4.1) (L.A.C.1.4.1) (L.A.C.1.4.2) (L.A.C.1.4.3) (L.A.C.2.4.1) (L.A.C.2.4.2) (L.A.D.2.4.3) (L.A.D.2.4.5) 5. Becomes a more critical reader and viewer by comparing written and performed versions of literature (L.A.B.2.4.1) (L.A.C.1.4.1) (L.A.C.1.4.2) (L.A.C.1.4.3) (L.A.D.2.4.4) 	<p>A. The student will choose a literary work that has been made into a film or play, and prepare and present a three-five minute speech, panel discussion, audiovisual presentation, or group project informing the audience of the different techniques used to develop the idea or subject. Consideration should be given to</p> <ol style="list-style-type: none"> a. literary devices; (L.A.D.2.4.2) b. the development of minor characters and subplots; c. the ways techniques of each medium affect tone, attitude, point of view, and style; d. an evaluation of the effectiveness of each work. (L.A.B.2.4.1) (L.A.C.1.4.1) (L.A.C.2.4.1) (L.A.C.3.4.1-5) (L.A.D.2.4.3) (L.A.D.2.4.4)
<p>V. Informational Reading/ Information Literacy/Study and Test-Taking</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Uses effective reading strategies in a variety of informational contexts: <ul style="list-style-type: none"> - previews and identifies organizational patterns, analyzes and evaluates information (L.A.A.1.4.1) (L.A.A.1.4.2) (L.A.A.2.4.8) - analyzes reports based on technical and/or scientific information which includes statistical data and examines language and style (L.A.A.1.4.3) (L.A.A.2.4.6) (L.A.A.2.4.8) - evaluates the accuracy of information in a variety of selections based on the author's purpose and/or bias, audience, and sources (L.A.A.2.4.2) (L.A.A.2.4.7) (L.A.A.2.4.8) (L.A.C.1.4.4) (L.A.D.1.4.2) - evaluates conflicting information to determine which is more valid (L.A.A.2.4.7) (L.A.A.2.4.8) 	<p>A. After selecting and limiting a topic, the student will develop an outline or plan and write an investigative paper of six pages or more based on information extracted and synthesized from a variety of primary and secondary sources which interprets and/or theorizes. The paper should reflect a consistent format as found in a generally accepted style manual and contain a minimum of four documented sources. (L.A.A.1.4.4) (L.A.A.2.4.6) (L.A.B.2.4.1) (L.A.B.2.4.3)</p>

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	<ul style="list-style-type: none"> - uses appropriate available resources to complete forms and applications with an emphasis on college admissions and/or employment (L.A.A.2.4.4) (L.A.A.2.4.8) - obtains information from maps, charts, tables, graphs, schedules, pictures or signs (L.A.A.1.4.2) - determines the main idea and supporting details in a variety of written materials (L.A.A.2.4.1) <p>2. Uses appropriate skills and resources to access, analyze, and synthesize information:</p> <ul style="list-style-type: none"> - selects and limits a topic for a documented paper which interprets and/or theorizes (L.A.A.1.4.4) - understands the various formats of generally accepted style manuals for documentation (L.A.A.1.4.4) (L.A.D.2.4.6) - uses primary and secondary sources for research information (L.A.A.1.4.4) - uses non-print as well as print resources (L.A.D.2.4.5) - uses non-school as well as school libraries (L.A.A.2.4.6) - understands the nature and ramifications of plagiarism (L.A.A.2.4.7) (L.A.D.2.4.6) - applies available technology for storing, retrieving, and using data (L.A.A.2.4.4) (L.A.B.2.4.4) (L.A.D.2.4.4) 	<p>B. The student will participate in the college admissions and/or employment search process by beginning to develop a personal file that the student will maintain into the twelfth grade that reflects needs, interests, and post-graduate goals. The file should include at least one application for employment, an autobiographical essay, and a resume. (L.A.A.2.4.4)</p> <p>C. The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher-made tests, required state tests such as the HSCT, and optional national tests such as the PSAT, SAT, ACT and AP tests. (L.A.A.1.4.4) (L.A.B.2.4.1)</p>

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	<p>3. Practices appropriate study and test-taking strategies:</p> <ul style="list-style-type: none"> - reviews test-taking strategies and analogies for the SAT, ACT, and other objective and subjective tests (LA.A.2.4.4) - practices summary writing (LA.A.1.4.4) - uses effective notetaking skills (LA.A.1.4.4) (LA.B.2.4.1) - prepares for various types of examinations and devises strategies for pacing, attempting or omitting questions, thinking, writing, and editing according to the type of examination; satisfies other assessments of learning and student evaluations (LA.A.2.4.4) - writes accurate, complete, and organized answers to essay questions (LA.B.2.4.3) - participates in periodic timed reading activities to increase reading rate using grade appropriate fiction and non-fiction selections of varying lengths in preparation for a variety of timed tests (LA.A.2.4.4) 	