

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 discusses culturally diverse literature and identifies their universal themes (L.A.D.1.4.1) (L.A.E.1.4.5) (L.A.E.2.4.8) (L.A.E.1.4.3) 2. Recognizes the connection between written works and other art forms and the culture(s) which produced them (L.A.D.1.4.1) (L.A.D.2.4.1) (L.A.E.1.4.5) 3. Discriminates among the major literary genres (to include short story, poetry, novel, drama, essay, and biography) and understands why certain literary works are considered classics (L.A.A.2.4.3) (L.A.E.1.4.1) (L.A.E.1.4.2) (L.A.E.1.4.4) 4. Identifies examples of figurative language (to include simile, metaphor, personification, and oxymoron) and analyzes their use in a literary selection (L.A.A.1.4.3) (L.A.D.2.4.2) (L.A.E.2.4.3) (L.A.E.2.4.4) 5. Uses appropriate literary terminology to analyze literary selections (to include tone, mood, main idea, symbolism, irony) (L.A.A.1.4.3) (L.A.D.2.4.2) 6. Analyzes fictional works in terms of plot, setting, characterization, point of view, and theme (L.A.A.2.4.2) (L.A.D.2.4.2) (L.A.E.2.4.1) (L.A.E.2.4.2) 7. Identifies and analyzes the feelings, traits, and motives of characters (L.A.A.1.4.2) (L.A.D.2.4.2) (L.A.E.2.4.2) (L.A.E.2.4.6) 8. Interprets a literary selection and supports the interpretation with examples from the text (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) 9. Reads literary criticism of works studied, when appropriate (L.A.A.2.4.7) 	<ol style="list-style-type: none"> A. The student will select one literary work studied during the year that reflects real life and at least one other art form produced by the same or different culture(s), and write an essay of at least four paragraphs which establishes the connection between the literature and the art form(s). The essay should <ol style="list-style-type: none"> a. examine how the literature and the art form(s) illustrate values and/or beliefs of the culture(s); (L.A.D.1.4.1) b. discuss how the techniques of the writer and the techniques of the artist in the other medium convey meaning; (L.A.D.2.4.1) (L.A.D.2.4.2) c. use literary criticism and other reference resources as appropriate. (L.A.E.1.4.5) B. Given an unfamiliar literary selection with emphasis on character, the student will write an essay of at least four paragraphs that <ol style="list-style-type: none"> a. identifies the genre; (L.A.E.1.4.1) b. discusses the methods the author uses to describe, develop, and reveal the character's feelings, traits, or motives. (L.A.B.2.4.1) (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)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II. Composition</p>	<p>10. Relates literature to real life experiences (L.A.A.1.4.4) (L.A.E.2.4.6) (L.A.E.2.4.8)</p> <p>11. 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 (L.A.A.2.4.3)</p> <p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Understands and practices the reading-writing connection (L.A.B.2.4.1) 2. Understands and practices writing as a process: prewriting, drafting, revising, editing, and publishing (L.A.B.1.4.1) 3. Uses personal experiences, discussions, visual stimuli, observations, reading research, and media to generate ideas for writing (L.A.B.1.4.2) (L.A.B.2.4.1) (L.A.D.2.4.4) (L.A.E.2.4.6) 4. Formulates a thesis statement and writes to it (L.A.B.1.4.2) 5. Adapts tone, point of view, and style in terms of audience, purpose, situation and subject (L.A.B.2.4.3) (L.A.D.2.4.2) 6. Writes formally and informally in a variety of modes to include narrative (personal experience), expository (essay, biographical incident), persuasive (editorial), and imaginative (story, poem) (L.A.A.1.4.4) (L.A.B.2.4.3) 7. Applies appropriate logical thought patterns in multi-paragraph compositions to include essays of four paragraphs or more (to include comparison and/or contrast, cause and effect, analysis, classification, order of importance, definition, and chronological order) (L.A.B.2.4.1) (L.A.B.2.4.2) 	<ol style="list-style-type: none"> A. In response to an expository or persuasive prompt in a timed writing situation, the student will produce a multi-paragraph essay which contains a clearly stated thesis, details which support the thesis, and an effective introduction and conclusion. The essay should reflect: <ol style="list-style-type: none"> a. an appropriate logical thought pattern; (L.A.B.1.4.2) (L.A.B.2.4.2) b. a consistent point of view and style suitable for the audience, purpose, situation, and subject; (L.A.B.2.4.3) (L.A.D.2.4.2) c. a variety of sentence lengths and patterns; (L.A.B.1.4.5) d. the conventions of standard written English. (L.A.B.1.4.3) B. After keeping or portfolio of writing, the student will prepare and submit a “presentation portfolio” that will include: <ol style="list-style-type: none"> a. products that reflect the writing process, peer editing and evaluation; (L.A.B.1.4.2) b. a variety of modes to include expressive, imaginative, narrative, expository, and persuasive; (L.A.B.2.4.3)

COMPONENT	OBJECTIVES	COMPETENCY
	<ul style="list-style-type: none"> 8. Learns and applies techniques for writing effective introductions and conclusions (L.A.B.1.4.2) 9. Uses a variety of sentence lengths and patterns to impact style (L.A.B.1.4.2) 10. Summarizes or paraphrases the content of selected materials (L.A.A.1.4.4) (L.A.E.2.4.7) 11. Writes an analysis based on some aspect of a literary selection (L.A.B.2.4.1) (L.A.E.2.4.7) 12. Writes conclusions based on an evaluation of conflicting information (L.A.B.2.4.1) 13. Revises to improve logic, sequence, and word choice (including transitional and figurative language) (L.A.A.1.4.3) (L.A.D.2.4.2) 14. Applies grammatical concepts, (to include gerunds, participial phrases, and introductory adverbial phrases and clauses) to assure syntactic correctness and fluency (L.A.B.1.4.2) 15. Edits drafts by applying the conventions of standard written English as appropriate (L.A.B.1.4.3) 16. Uses teacher and peer conferencing to revise and evaluate own writing and the writing of others (L.A.A.2.4.4) 17. Practices responding to a prompt in a timed writing (L.A.B.2.4.3) 18. Uses computers and related technology as available for the writing process (L.A.B.2.4.4) (L.A.D.2.4.4) 	<ul style="list-style-type: none"> c. the use of at least four organizational patterns selected from among comparison and/or contrast, cause and effect, classification, order of importance, definition, and/or chronological order; (L.A.B.1.4.2) (L.A.B.2.4.2) d. the student's reflective explanation for each choice. (L.A.A.2.4.4)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Language/Word Study</p>	<p>19. Keeps a writing portfolio (L.A.A.2.4.4)</p> <p>1. Expands the understanding of a variety of cultural vocabularies and dialects (L.A.D.1.4.2) (L.A.D.1.4.3)</p> <p>2. Increases personal vocabulary through the study of word parts, context clues, and/or etymologies (L.A.A.1.4.3)</p> <p>3. Differentiates between denotative and connotative properties of words and uses synonyms appropriately (L.A.A.1.4.3)</p> <p>4. Understands word analogies</p> <p>5. Identifies slanted or biased language and its effect on the validity of information provided in a written selection or an oral or visual presentation (L.A.A.2.4.5) (L.A.C.1.4.4) (L.A.D.2.1) (L.A.E.2.4.8)</p>	<p>A. The student will select four or more advertisements directed to four different audiences distinguished by such variables as age, sex, interest, socio-economic level, etc., and develop a project or presentation that illustrates how dialect and slanted or biased language directs the ads to a specific audience. (L.A.A.2.4.5) (L.A.C.1.4.4) (L.A.E.2.4.8)</p>
<p>IV Listening/Speaking/Viewing</p>	<p>1. Develops an awareness of and sensitivity to the various dialects, accents, and speech patterns indigenous to a multicultural community (L.A.D.1.4.1) (L.A.D.1.4.2) (L.A.D.1.4.3)</p> <p>2. Demonstrates appropriate listening and speaking skills in a variety of settings (L.A.C.1.4.1)</p> <p>3. Prepares and presents a speech or an oral report designed to inform, to persuade, or to entertain an audience (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)</p> <p>4. Memorizes and recites an excerpt from a selection (L.A.C.3.4.1) (L.A.C.3.4.2) (L.A.C.3.4.4)</p>	<p>A. Using all available resources, the student will prepare and present an oral review of one medium such as film, book, record, computer software program, periodical, etc. The review</p> <ol style="list-style-type: none"> a. should be at least three minutes in length; b. have a discernible introduction, body and conclusion; c. include both a brief summary and evaluation of the medium reviewed; (L.A.A.2.4.3) (L.A.B.2.4.1) d. reflect an understanding of terminology appropriate to the medium. (L.A.C.1.4.2) (L.A.D.2.4.3)

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Informational Reading/ Information Literacy/Study and Test-Taking</p>	<p>5. Contributes appropriately to an oral discussion (L.A.C.1.4.3)</p> <p>6. Writes accurate notes from an oral presentation (L.A.A.1.4.4) (L.A.B.2.4.1)</p> <p>7. Evaluates an oral presentation (L.A.C.1.4.1)</p> <p>8. Observes and evaluates a variety of media materials (L.A.A.2.4.6) (L.A.C.2.4.1) (L.A.C.2.4.2) (L.A.D.2.4.5)</p> <p>The following objectives support competencies A and B.</p> <p>1. Practices the following reading strategies both within an individual selection and among a variety of selections:</p> <ul style="list-style-type: none"> - determines the following in a reading selection: <ul style="list-style-type: none"> * stated or implied main idea (L.A.A.2.4.1) * sequence of events or ideas * stated or implied cause or effect * fact/opinion * generalization * conclusion (L.A.A.1.4.2) (L.A.A.2.4.8) - varies reading rate to suit purpose and subject matter (to include skimming, scanning, and analytical reading) - monitors comprehension of a reading selection (to include asking questions, rereading, and paraphrasing) (L.A.A.1.4.1) - uses the features of books and other reference materials (to include the table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography, blurbs, and footnotes) (L.A.A.1.4.1) 	<p>A. Using an editorial based on a current event, the student will write an analysis which</p> <ol style="list-style-type: none"> a. identifies the stated or implied main idea of the editorial and summarizes key details; (L.A.A.2.4.1) b. distinguishes statements of fact from statements of opinion; (L.A.B.2.4.1) c. identifies the major points and the evidence which supports them; (L.A.B.2.4.1) d. concludes with an evaluation of the soundness of the writer's argument. (L.A.A.2.4.5) (L.A.A.2.4.8) <p>B. After choosing and narrowing a topic, the student will write an investigative paper of three or more pages which synthesizes information extracted from a variety of sources, including primary and secondary sources as appropriate, and documents them properly. (L.A.A.1.4.4) (L.A.A.2.4.6) (L.A.A.2.4.7) (L.A.B.2.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>2. Uses effective reading and writing strategies in a variety of informational contexts:</p> <ul style="list-style-type: none"> - fills out common forms appropriately (L.A.A.2.4.2) - demonstrates an understanding of technical material (i.e., product directions, consumer reports) (L.A.A.1.4.3) - obtains information from maps, charts, tables, graphs, schedules, pictures, or signs (L.A.A.1.4.2) - compares and contrasts reading material presenting different points of view on the same topic (L.A.A.1.4.2) (L.A.A.2.4.2) (L.A.A.2.4.7) - writes complete letters and messages (L.A.A.2.4.2) <p>3. Uses appropriate skills and resources to access, analyze, and synthesize information:</p> <ul style="list-style-type: none"> - completes independent reading, writing, and research outside of class (L.A.A.1.4.4) (L.A.A.2.4.4) - uses multiple culturally diverse reference sources inclusive of primary and secondary sources beyond general encyclopedia work, and documents them properly (L.A.A.2.4.6) (L.A.B.2.4.1) (L.A.D.2.4.6) - uses the computer as an aid to learning (L.A.B.2.4.4) (L.A.D.2.4.4) <p>4. Practices appropriate study and test-taking strategies:</p> <ul style="list-style-type: none"> - sets personal goals and establishes priorities for study time and space - develops a systematic method of taking and organizing notes for review of content information (L.A.A.1.4.4) (L.A.B.2.4.2) - identifies different types of questions and employs the test-taking strategy most effective for answering the question (L.A.B.2.4.1) - learns to read, comprehend, analyze, and respond to reading selections and excerpts in testing situations (L.A.A.1.4.2) 	<p>C. The students will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher-made tests, and optional tests such as the PSAT. (L.A.A.1.4.4) (L.A.B.2.4.1)</p>

LANGUAGE ARTS

COMPONENT	OBJECTIVES	COMPETENCY
	<ul style="list-style-type: none"> - 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. <p>(L.A.A.2.4.4)</p>	