

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.1.4.3) (L.A.E.1.4.5) 2. Recognizes the connection between written works and other art forms and the cultures which produced them (L.A.D.1.4.1) (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.8) 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 (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, 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 foreshadowing, tone, main idea, symbolism, and irony) (L.A.A.1.4.3) (L.A.D.2.4.2) 6. Identifies elements of literary work, including 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) 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.2.4.8) 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. Relates literature to real life experiences (L.A.A.1.4.4) (L.A.E.2.4.6) 	<ol style="list-style-type: none"> 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 an essay of at least three paragraphs which establishes the connection between the literature and the art form. The essay should <ol style="list-style-type: none"> a. examine how the literature and the art form 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) (L.A.E.1.4.5) B. Given a familiar literary selection with an emphasis on character, the student will write an essay of at least three 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.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. 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) (L.A.A.2.4.4)</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, discussion, 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. Selects tone and point of view appropriate to subject and audience (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 three paragraphs or more (comparison and/or contrast, cause and effect, analysis, classification, order of importance, definition, and/or chronological order) (L.A.B.1.4.2) 8. Learns and applies techniques for writing effective introductions and conclusions (L.A.B.1.4.2) 	<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.1.4.2) d. the conventions of standard written English. B. After keeping a 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 of writing appropriate to audience and purpose to include imaginative, narrative, expository, and persuasive; (L.A.B.2.4.3)

COMPONENT	OBJECTIVES	COMPETENCY
	<p>9. Uses a variety of sentence lengths and patterns to effect style (L.A.B.1.4.2)</p> <p>10. Summarizes or paraphrases the content of selected materials (L.A.A.1.4.4) (L.A.B.2.4.1)</p> <p>11. Revises to improve logic, sequence, and word choice (including transitions and figurative language) (L.A.A.1.4.3) (L.A.D.2.4.2)</p> <p>12. Edits drafts by applying the conventions of standard written English when they are appropriate (L.A.B.1.4.3)</p> <p>13. Uses teacher and peer conferencing to revise and evaluate own writing and the writing of others (L.A.A.2.4.4)</p> <p>14. Practices responding to a prompt in a timed writing situation. (L.A.B.2.4.3)</p> <p>15. 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>16. 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>c. use of at least three organizational patterns, selected from among comparison and/or contrast, cause and effect, analysis, classification, order of importance, definition, and/or chronological order; (L.A.B.1.4.2) (L.A.B.2.4.2)</p> <p>d. the student's reflective explanation for each choice. (L.A.A.2.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Language/Word Study</p>	<ol style="list-style-type: none"> 1. Expands the understanding of a variety of cultural vocabularies and dialects (L.A.D.1.4.2) (L.A.D.1.4.3) 2. Increases personal vocabulary through the study of word parts, context clues, and/or etymologies (L.A.A.1.4.3) 3. Differentiates between denotative and connotative properties of words and uses synonyms appropriately (L.A.A.1.4.3) 4. Understands word analogies 5. Identifies slanted or biased language and its effect on the validity of information provided in a written selection and/or an oral or visual presentation (L.A.A.2.4.5) (L.A.C.1.4.4) (L.A.D.2.4.1) 	<p>A. The student will select three or more advertisements directed to three 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 direct the ads to a specific audience. (L.A.A.2.4.5) (L.A.C.1.4.4)</p>
<p>IV. Listening/Speaking/ Viewing</p>	<ol style="list-style-type: none"> 1. Develops an awareness of and sensitivity to the various dialects, accents, and speech patterns indigenous to a multicultural community (L.A.D.1.4.2) (L.A.D.1.4.3) 2. Demonstrates appropriate listening skills in a variety of settings (L.A.C.1.4.1) 3. Prepares and presents a speech or an oral report designed to inform, persuade, or entertain an audience (L.A.C.3.4.1) (L.A.C.3.4.3) (L.A.C.3.4.5) 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) 5. Contributes appropriately to an oral discussion (L.A.C.1.4.3) 6. Writes accurate notes from an oral presentation (L.A.A.1.4.4) (L.A.B.2.4.1) 	<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 two minutes in length; b. have a discernible introduction, body and conclusion; c. include both a brief summary and an evaluation of the material; (L.A.A.2.4.2) (L.A.B.2.4.1) d. reflect an understanding of terminology appropriate to the medium reviewed. (L.A.C.1.4.2) (L.A.D.2.4.3) (L.A.D.2.4.4)

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Informational Reading/ Information Literacy/ Study and Test-Taking</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.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)</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 ideas (L.A.A.2.4.1) * sequence of events or ideas * stated or implied cause and effect * fact/opinion * generalization * conclusion (L.A.2.4.8) - varies reading rate to suit purpose and subject matter (to include skimming, scanning, and analytical reading) (L.A.A.1.4.2) - 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 table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography, blurbs, and footnotes) <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.2.4.4) - demonstrates an understanding of technical material (i.e., product directions, consumer reports) (L.A.A.1.4.3) 	<p>A. Given 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> <p>C. The student will demonstrate appropriate notetaking, 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) (L.A.B.2.4.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<ul style="list-style-type: none"> - 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.2.4.4) <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) - uses multiple culturally diverse reference resources inclusive of primary and secondary sources beyond general encyclopedia work, and documents them properly (L.A.A.2.4.6) (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) - understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners. (L.A.D.2.4.6) <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 questions (L.A.A.2.4.4) - learns to read, comprehend, analyze, and respond to reading selections and excerpts in testing situations (L.A.A.1.4.2) (L.A.A.1.4.4) - participates in periodic timed reading activities to increase reading rate using grade appropriate fiction and non-fiction selections of varying length for a variety of timed tests (L.A.A.2.4.4) - uses appropriate reading strategies such as previewing and predicting to comprehend a selection (L.A.A.1.4.1) 	