

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>I Literature</p>	<ol style="list-style-type: none"> 1. Learns to appreciate, compare, and contrast literature and other art forms from various cultures, religions, countries, and philosophies. (L.A.D.1.4.1)(L.A.D.2.4.1)(L.A.E.1.4.5) 2. Identifies universal themes and multicultural concerns in world literature. (L.A.D.2.4.1)(L.A.E.1.4.2)(L.A.E.1.4.3)(L.A.E.1.4.5) 3. Discusses, compares, and contrasts a variety of genres from diverse world cultures and recognizes distinguishing underlying patterns, including the characteristics of major types of drama. (L.A.A.2.4.3)(L.A.E.1.4.1)(L.A.E.1.4.4)(L.A.E.2.4.7) 4. Reads and responds to selections written for a variety of purposes (e.g., narrative, persuasive, expository, imaginative, and informative). (L.A.A.1.4.4)(L.A.B.2.4.3)(L.A.E.1.4.1)(L.A.E.2.4.5) 5. Understands the figurative language employed in literature (to include simile, metaphor, personification, oxymoron, hyperbole, and poetic devices). (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. Recognizes the use of literary devices (e.g., tone, mood, symbolism, irony, satire, imagery, allusion, foreshadowing, flashback) and uses the terms appropriately in oral and written analysis. (L.A.A.1.4.3)(L.A.D.2.4.2)(L.A.E.2.4.7) 	<p>A. Given one universal theme in world literature that has been discussed during the course of the year, the student will write a multi-paragraph essay which:</p> <ol style="list-style-type: none"> a. relates the theme to the student's own values; (L.A.E.1.4.3)(L.A.E.2.4.6) b. supports the theme with examples that reflect the commonality of human experience and represent at least two countries and/or two genres. (L.A.D.1.4.1)(L.A.D.1.4.2)(L.A.E.1.4.1)(L.A.E.1.4.2)(L.A.E.1.4.5)(L.A.E.2.4.8) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: write a five-paragraph essay which: (1) presents a highly focused topic that reflects a universal theme from world literature; (2) provide logical organization and ample details that are well-chosen, relevant, and effectively analyze the theme; and (3) contains figurative language, complex sentence structure, and vivid word choice. There may be occasional mistakes in mechanics.</p> <p>Intermediate: write a five-paragraph essay which: (1) defines a topic and presents it in an understandable and focused manner; (2) contains organization, descriptive language, well-chosen details, and examples from literature; and (3) exhibits the student's understanding of the theme and its relevance to his/her life. There may be varied sentence structure and some mistakes in mechanics.</p> <p>Novice: (1) use a graphic organizer to identify the theme in two selections and support it with relevant examples; and (2) write a simple paragraph summarizing the information from the organizer. There may be simple sentence variety, limited supporting details, and mistakes in mechanics.</p>

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	<p>7. Analyzes fictional works in terms of plot, setting, characterization, point of view, and theme. (L.A.A.2.4.2)(L.A.E.2.4.1)(L.A.E.2.4.2)(L.A.E.2.4.7)</p> <p>8. Identifies dynamic characters in a selection and traces their development in the story. (L.A.E.2.4.2)</p> <p>9. 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>B. The student will select one piece of fiction that has been discussed in class during the year and write a multi-paragraph essay which:</p> <p>a. traces the development of a dynamic character; (L.A.E.2.4.2)</p> <p>b. analyzes the plot, setting, characterization, point of view, and/or theme; (L.A.A.2.4.2)(L.A.E.2.4.1)(L.A.E.2.4.2)</p> <p>c. explains the use of literary devices and figurative language. (L.A.D.2.4.2)(L.A.E.2.4.3)(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>Advanced: write a five-paragraph essay which: (1) contains a well-developed topic, relevant and rich supporting details, and clear, logical organization; and (2) uses literary terms and vivid word choice to demonstrate an understanding of literary devices and figurative language. There may be varied sentence structure and occasional mistakes in mechanics.</p> <p>Intermediate: write a five-paragraph essay which: (1) defines the topic and presents it in an understandable and focused manner; (2) contains organization, descriptive language, and well-chosen details; and (3) demonstrates an understanding of literary devices and figurative language. There may be varied sentence structure and some mistakes in mechanics.</p> <p>Novice: (1) create an illustration with a list of character traits; and (2) produce a graphic organizer to identify and understand character development, literary elements, and figurative language. 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"> 1. Understands and practices the reading-writing connection. (L.A.A.1.4.4)(L.A.B.2.4.1) 2. Uses the writing process individually and cooperatively: prewriting, drafting, revising, editing, and publishing. (L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.1.4.3) 3. Uses personal experiences, discussion, visual stimuli, observations, reading research, and media to generate ideas for writing. (L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.2.4.1)(L.A.E.2.4.6) 4. Formulates a thesis statement and supports it with fully developed paragraphs. (L.A.B.1.4.2)(L.A.B.2.4.2) 5. Selects tone and point of view appropriate to subject and writes for a variety of audiences and purposes. (L.A.B.2.4.3)(L.A.D.2.4.2) 6. Writes an essay maintaining consistency in number, tense, and parallel structure for a variety of audiences and purposes. (L.A.B.1.4.3)(L.A.B.2.4.3) 7. Writes compositions to include essays of three paragraphs or more that summarize, analyze, or compare and contrast elements of literature studied. (L.A.A.1.4.4)(L.A.B.1.4.2)(L.A.E.2.4.2) 	<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. (L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.2.4.2) (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>Advanced: follow pre-writing steps to write a five-paragraph essay which: (1) contains a well-developed introduction with a clearly stated thesis; (2) provides logical organization, relevant 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>Intermediate: follow pre-writing 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>Novice: follow pre-writing 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>8. Writes three- to five-paragraph essays 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). (L.A.B.1.4.2)(L.A.B.2.4.3)</p> <p>9. Begins to develop a personal writing style which reflects an awareness of voice, coherence, vivid word choice, use of figurative language, appropriate literary devices, and effective introductions and conclusions. (L.A.A.1.4.3)(L.A.B.2.4.3)(L.A.D.2.4.2)(L.A.E.2.4.5)</p> <p>10. 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). (L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.2.4.2)</p> <p>11. Learns and applies techniques for writing effective introductions and conclusions. (L.A.B.1.4.2)</p> <p>12. Uses a variety of sentence lengths and patterns to effect style. (L.A.B.1.4.2)</p> <p>13. Summarizes or paraphrases the content of selected materials. (L.A.A.1.4.4)(L.A.B.2.4.1)</p>	<p>B. The student will produce an imaginative piece of writing (e.g., a short story or poem) which contains at least three examples of figurative language and demonstrates an awareness of audience and purpose. (L.A.B.1.4.2)(L.A.B.2.4.3)(L.A.D.2.4.3) (L.A.E.1.4.1)(L.A.E.2.4.2)(L.A.E.2.4.3) (L.A.E.2.4.4)(L.A.E.2.4.5)</p>	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: create an imaginative piece which: (1) incorporates a minimum of three elaborate examples of figurative language; and (2) demonstrates coherence, varied sentence structure, proper use of literary elements, and word choice suitable for audience and purpose. There may be occasional mistakes in mechanics.</p> <p>Intermediate: create an imaginative piece which: (1) incorporates a minimum of three examples of figurative language; and (2) demonstrates simple sentence variety, use of literary elements, and word choice suitable for audience and purpose. There may be some mistakes in mechanics.</p> <p>Novice: create an imaginative piece which: (1) demonstrates three examples of figurative language through writing and graphic illustrations; and (2) addresses the intended audience and purpose. There may be mistakes in mechanics.</p>

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	<p>14. Revises writing for originality, organization, logic, content, word choice, sequence, coherence, transitions, and correct use of the formal conventions of standard written English. (L.A.A.1.4.3)(L.A.B.1.4.2)(L.A.B.1.4.3)</p> <p>15. Applies the conventions of standard written English. (L.A.B.1.4.2)(L.A.B.1.4.3)</p> <p>16. Evaluates own writing and the writing of others through teacher conferencing and peer revision and editing. (L.A.B.1.4.3)</p> <p>17. Writes accurate, complete, organized answers to essay questions. (L.A.B.1.4.2)(L.A.B.2.4.3)</p> <p>18. Responds directly and efficiently to a prompt in a timed writing situation. (L.A.B.2.4.3)</p> <p>19. 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>20. 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. (L.A.A.2.4.4)</p>	<p>C. The student will prepare and submit a presentation portfolio that will include:</p> <p>a. products that reflect the writing process and evaluation; (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); (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); (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>	<p>After successfully completing this course, the student should be able to submit a presentation portfolio which includes:</p> <p>Advanced: 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>Intermediate: 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>Novice: 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>III Language/Word Study</p>	<ol style="list-style-type: none"> 1. Discusses 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) 2. Determines/infers word meanings by using parts, context clues, and/or etymologies. (L.A.A.1.4.2)(L.A.A.1.4.3) 3. Identifies synonyms, antonyms, and homonyms, and uses them correctly. (L.A.A.1.4.3) 4. Expands vocabulary by completing word analogies. (L.A.C.3.4.3) 5. Identifies 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)(L.A.D.1.4.2) 6. Recognizes and understands idioms, puns, and euphemisms. (L.A.A.1.4.3)(L.A.D.2.4.1) 7. Uses strategies for personal vocabulary growth through context clues, structural analysis, and other sources. (L.A.A.1.4.3) 8. Incorporates new vocabulary in written and oral work. (L.A.A.1.4.3) 	<p>A. The student will develop and maintain a vocabulary notebook that contains difficult words and their meanings, analogies, and analogous relationships. (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>Advanced: (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 analogies and lists of synonyms, antonyms, and/or homonyms; and (4) select words appropriately used in thematic sentences and stories.</p> <p>Intermediate: (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>Novice: (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>9. Improves and expands vocabulary through reading and writing. (L.A.A.1.4.2)(L.A.A.1.4.3)</p> <p>10. Recognizes and selects appropriate language with regard to connotation and denotation. (L.A.A.1.4.3)(L.A.D.2.4.1)</p> <p>11. Understands terms necessary for completing forms, responding to essay questions, and following directions. (L.A.A.1.4.3)</p>	<p>B. 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. (L.A.A.1.4.1)(L.A.A.1.4.2)(L.A.A.1.4.4) (L.A.A.2.4.1)(L.A.B.2.4.1)(L.A.E.2.4.5)</p>	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: 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>Intermediate: (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>Novice: (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"> 1. Develops an awareness of various dialects, accents, and speech patterns indigenous to regional/multi-cultural communities. (L.A.D.1.4.1)(L.A.D.1.4.2)(L.A.D.1.4.3)(L.A.D.2.4.1) 2. Applies appropriate listening, speaking, and viewing skills in a variety of settings to complete a task. (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) 3. Designs, delivers, and/or evaluates an oral presentation for a specific purpose and audience using effective verbal and nonverbal techniques. (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) 4. Analyzes and critiques, in written or oral form, a variety of media presentations. (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.C.3.4.2)(L.A.C.3.4.5)(L.A.D.2.4.3)(L.A.D.2.4.5) 5. Recognizes and examines propaganda techniques in media presentations. (L.A.A.2.4.5)(L.A.C.2.4.2)(L.A.D.2.4.5) 6. Reads aloud from a variety of sources. (L.A.C.3.4.1)(L.A.C.3.4.2) 7. Summarizes and retells a literary/multimedia selection using appropriate structure and vocabulary. (L.A.A.1.4.4)(L.A.A.2.4.1) 8. Memorizes and recites an excerpt from a reading selection. (L.A.C.3.4.1)(L.A.C.3.4.2)(L.A.C.3.4.4) 9. Writes accurate notes from dictations and oral presentations. (L.A.A.1.4.4)(L.A.B.2.4.1)(L.A.C.1.4.1) 	<p>A. The student will select an audiovisual presentation and prepare and deliver a reaction speech using effective verbal and nonverbal techniques. The speech should include:</p> <ol style="list-style-type: none"> a. a discussion of propaganda techniques; (L.A.A.2.4.5)(L.A.C.2.4.2)(L.A.D.2.4.5) b. a critique of denotative and connotative properties of words as they create biased language and/or euphemisms; (L.A.C.1.4.4)(L.A.D.2.4.1) c. terminology appropriate to the medium reviewed. (L.A.A.1.4.3)(L.A.C.3.4.4)(L.A.C.3.4.5)(L.A.D.2.4.3)(L.A.D.2.4.4) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: create a reaction speech which contains: (1) a clearly stated and defensible point of view with ample supporting evidence; (2) an evaluation of the material using effective verbal and nonverbal techniques; (3) a discussion of propaganda techniques; (4) a critique of the denotative/ connotative properties that create biased language and/or euphemisms; and (5) terminology appropriate to the selected medium.</p> <p>Intermediate: select an audiovisual presentation and prepare a reaction speech which contains: (1) an identifiable point of view with supporting evidence; (2) an evaluation of the material using verbal and nonverbal techniques; (3) a discussion of propaganda techniques; (4) an analysis of the denotative/connotative properties that create biased language and/or euphemisms; and (5) terminology appropriate to the selected medium.</p> <p>Novice: select an audiovisual presentation appropriate to the class assignment and: (1) use a checklist to identify propaganda techniques; (2) extract words/phrases containing denotative/ connotative properties that create biased language; (4) formulate a simple statement that evaluates the material and provides some supporting evidence; and (5) present the information using appropriate verbal and nonverbal techniques.</p>

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<p>V Informational Reading/Information Literacy/ Study and Test Taking</p>	<ol style="list-style-type: none"> 1. Practices the following reading strategies in a variety of selections: <ul style="list-style-type: none"> - determines the following: <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 and effect • fact/opinion • generalization • conclusion; (L.A.A.2.4.8) - varies reading rate to suit purpose and subject matter (e.g., skimming, scanning, and analytical reading); (L.A.A.1.4.2) - 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) 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) 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) 	<p>A. Given consumer information and statistical data on the same product produced by two or more manufacturers, the student will:</p> <ol style="list-style-type: none"> 1. compare and contrast the data; 2. create a chart or graph to support the selection of the best product. (L.A.A.2.4.7)(L.A.A.2.4.8)(L.A.B.2.4.1)(L.A.B.2.4.2) 	<p>After successfully completing this course, the student should be able to create a graphic representation to:</p> <p><i>Advanced:</i> (1) identify a minimum of four common features; (2) effectively compare and contrast the product; and (3) support the selection of the best product using the acquired information.</p> <p><i>Intermediate:</i> (1) identify a minimum of three common features; (2) compare and contrast the product; and (3) support the selection of the best product using the acquired information.</p> <p><i>Novice:</i> (1) identify a minimum of two common features; (2) compare and contrast the product; and (3) support the selection of the best product using the acquired information.</p>

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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"> - completes forms and applications by using all available resources; (L.A.A.2.4.4) - reads and analyzes reports based on technical and/or scientific information which includes statistical data and examines language and style; (L.A.A.1.4.3) - obtains information from maps, charts, tables, graphs, schedules, pictures, signs, atlases, or diagrams; (L.A.A.1.4.2) - compares and contrasts reading material presenting different points of view on the same topic; (L.A.A.2.4.2)(L.A.A.2.4.7) - writes complete letters and messages. (L.A.A.2.4.4)(L.A.B.2.4.3) 	<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. (L.A.A.1.4.4)(L.A.A.2.4.6)(L.A.A.2.4.7) (L.A.B.2.4.1)(L.A.B.2.4.2)(L.A.B.2.4.4) (L.A.D.2.4.6)</p>	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: 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>Intermediate: (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>Novice: (1) access information from primary and secondary sources; (2) use note-taking skills to organize and briefly summarize researched information; and (3) create an outline identifying the thesis, supporting details, and examples.</p>

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	<p>5. Uses appropriate skills and resources to access, organize, 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)(L.A.A.2.4.6) - uses diverse references and multicultural resources inclusive of primary and secondary sources beyond general encyclopedia work, and documents them properly; (L.A.A.2.4.6)(L.A.A.2.4.7)(L.A.D.2.4.6) - uses multimedia sources to acquire information; (L.A.B.2.4.4) - uses the computer as an aid to learning; (L.A.B.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>C. The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of tests. (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>Advanced: 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>Intermediate: 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>Novice: 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
	<p>6. Develops and practices appropriate study and test-taking strategies:</p> <ul style="list-style-type: none"> - establishes study routines and manages study time wisely; - develops and practices a variety of systematic methods of taking and organizing notes for review of content information; (L.A.A.1.4.4)(L.A.B.2.4.1)(L.A.B.2.4.2) - follows oral and written directions to complete an assignment; (L.A.C.1.4.1) - identifies, develops, and demonstrates effective test-taking skills relating to a variety of question styles in both timed and untimed environments; (L.A.A.1.4.2) - analyzes the questions, locates key words, and organizes thoughts prior to responding to an essay question in a testing situation; (L.A.A.2.4.4)(L.A.B.1.4.1)(L.A.B.2.4.1)(L.A.B.2.4.2) - participates periodically in timed reading activities to increase reading rate using grade-appropriate fiction and nonfiction selections of varying lengths. (L.A.A.1.4.2) 	<p>D. The student will interpret and summarize a technical and/or scientific reading selection using charts, graphs, tables, maps, and graphic organizers. (L.A.A.1.4.1)(L.A.A.1.4.2)(L.A.A.1.4.3) (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>Advanced: (1) accurately interpret and summarize the selection; and (2) create appropriate graphic models that clearly represent the information.</p> <p>Intermediate: (1) interpret the selection; and (2) create graphic models that accurately represent the information.</p> <p>Novice: (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"> 1. Identifies, describes, and/or discusses idiomatic, slang, and humorous expressions found in contemporary United States culture. 2. Identifies, describes, and/or discusses visual artists, authors, sports figures, politicians, musical composers, and people from the community who have made significant contributions to their respective fields. 3. Explores multicultural themes as expressed in various world literary genres. 4. Demonstrates an awareness of the diverse views of others. 	<p>A. The student will write an original poem that represents the student's experiences in the United States or his/her native country.</p>	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: create an original poem which contains: (1) elaborate use of figurative language; (2) vivid word choice that accurately conveys mood; and (3) concrete images reflecting the student's personal experiences.</p> <p>Intermediate: create an original poem which contains: (1) use of figurative language; (2) word choice that adequately conveys mood; and (3) images reflecting the student's personal experiences.</p> <p>Novice: create an original poem which contains: (1) imagery reflecting the student's personal experiences; and (2) an illustration depicting the ideas expressed by the poem.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
		<p>B. The student will create and present an individual or group skit that includes similarities and/or differences in the United States and his/her native country/culture.</p>	<p>After successfully completing this course, the student(s) should be able to produce a creative skit which:</p> <p><i>Advanced:</i> (1) clearly identifies aspects of each culture; and (2) compares/contrasts the respective traditions and customs through the use of media/realia.</p> <p><i>Intermediate:</i> (1) identifies aspects of each culture; and (2) compares/contrasts the respective traditions and customs through the use of media/realia.</p> <p><i>Novice:</i> (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>