

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>I Literature</p>	<ol style="list-style-type: none"> <li>1. Reads and compares literary works in various genres which span the major periods in American literature and reflect a variety of 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)</li> <li>2. Recognizes how works and/or universal themes in American literature are reflections of and reactions to contemporary, 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)</li> <li>3. Discusses figurative language and rhetorical devices in literary selections (e.g., extended metaphor, personification, hyperbole, understatement, and oxymoron). (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>4. Identifies, discusses, and analyzes literary devices (e.g., tone, symbolism, irony, satire, imagery, allusion, foreshadowing, flashback, dialect, and parody) and poetic devices (e.g., rhyme scheme, alliteration, rhythm, free verse, sonnet) 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.2.4.7)</li> <li>5. Analyzes a variety of 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)</li> </ol>	<p>A. Given two familiar literary selections with a common focus, the student will write an essay of comparison/contrast which:</p> <ol style="list-style-type: none"> <li>a. has a declarative, controlling, and defensible thesis; (L.A.B.1.4.2)</li> <li>b. reflects all aspects of the writing process including cooperative discussion in pairs or small groups; (L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.1.4.3)</li> <li>c. analyzes figurative language, rhetorical and literary devices, and relevant elements of literature. (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)</li> </ol>	<p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> write a multi-paragraph essay which: (1) effectively compares, contrasts, and analyzes the two familiar literary selections; (2) contains a well-developed topic, relevant enriched supporting details, and logical organization; and (3) uses literary terms and vivid word choice to demonstrate an understanding of literary/rhetorical devices and figurative language. There is complex structure and there may be occasional mistakes in mechanics.</p> <p><b>Intermediate:</b> write a multi-paragraph essay which: (1) compares, contrasts, and analyzes the two familiar literary selections; (2) defines the topic and presents it in an understandable and focused manner; (3) contains organization, descriptive language, and well-chosen details; and (4) demonstrates an understanding of literary devices and figurative language. There may be varied sentence structure and some mistakes in mechanics.</p> <p><b>Novice:</b> (1) create an illustration with a list of character traits; (2) use a graphic organizer to identify and understand character development, literary elements, and figurative language; and (3) write a simple paragraph that summarizes 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>6. Discusses techniques a writer uses for developing a character and articulates how a character changes through the course of a work. (L.A.D.2.4.2)(L.A.E.2.4.2)(L.A.E.2.4.7)</p> <p>7. Recognizes the functions of minor characters and subplots within a work. (L.A.E.2.4.2)</p> <p>8. Recognizes and uses inductive and deductive reasoning and recognizes fallacies when reading. (L.A.A.2.4.8)</p> <p>9. Identifies and discusses author’s purpose/perspective in a literary work and recognizes rhetorical devices and propaganda techniques. (L.A.A.2.4.2)(L.A.A.2.4.5)(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>10. Examines own values in light of those expressed in American literature and cites similarities and differences. (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>11. Reads a variety of literature of the Americas to enrich his or her literary/cultural understanding. (L.A.A.2.4.3)(L.A.D.2.4.1)(L.A.E.1.4.5)(L.A.E.2.4.8)</p> <p>12. 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. Given several universal themes from American literature that have been studied or read independently during the year, the student will select one theme and write a multi-paragraph essay of sufficient depth and length that makes connections between the theme selected and the student’s own values. The theme should be supported with examples taken from literature which:</p> <p>a. reflect a variety of American cultures and points of view; (L.A.D.1.4.1)(L.A.D.2.4.1)</p> <p>b. span major periods in American history; (L.A.E.1.4.5)</p> <p>c. represent at least three different genres, including the formal essay. (L.A.A.2.4.8)(L.A.E.1.4.1)(L.A.E.1.4.2)(L.A.E.1.4.3)(L.A.E.2.4.6)</p>	<p>After successfully completing this course, the student should be able to:</p> <p><i>Advanced:</i> write a five-paragraph essay which: (1) contains highly focused, well-developed topic that reflects a universal theme from American literature; (2) provides logical organization and ample details that are well-chosen, relevant, and effectively analyze the theme; and (3) demonstrates 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: (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><i>Novice:</i> (1) identify theme and use a Venn Diagram to compare and contrast information; and (2) write a simple paragraph summarizing the information from the Venn Diagram. 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. (L.A.A.1.4.4)(L.A.B.2.4.1)</li> <li>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)</li> <li>3. Uses personal experiences, discussion, visual stimuli, observations, reading/literary 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)</li> <li>4. Composes responses to questions pertaining to literary elements and devices. (L.A.D.2.4.2)(L.A.E.2.4.2)</li> <li>5. Writes a precise thesis statement that is declarative and defensible, and supports it with fully developed paragraphs. (L.A.B.1.4.2)(L.A.B.2.4.2)</li> <li>6. 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)</li> <li>7. 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)</li> </ol>	<p>A. In response to a prompt on a literary topic in a timed writing situation, the student will produce a multi-paragraph essay which contains a clearly stated and defensible thesis, supporting details, and an effective introduction and conclusion. (L.A.A.2.4.8)(L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.2.4.2)</p>	<p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> follow pre-writing steps to write a five-paragraph essay which: (1) contains a well-developed introduction with a clearly stated and defensible thesis; (2) provides logical organization, 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, with an emphasis on voice. There may be occasional mistakes in mechanics.</p> <p><b>Intermediate:</b> follow pre-writing steps to write a five-paragraph essay which: (1) contains an introduction with a clear thesis statement; (2) provides relevant supporting details, some transitional devices, and a conclusion; (3) demonstrates logical organization with simple sentence variety; (4) uses a writing style suitable for audience and purpose; and (5) reflects an awareness of voice. There may be some mistakes in mechanics.</p> <p><b>Novice:</b> 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 compositions to include essays of three paragraphs or more that respond to, summarize, paraphrase, analyze, or compare/contrast elements of literature studied. (L.A.A.1.4.4)(L.A.B.1.4.2)(L.A.E.2.4.2)</p> <p>9. Writes multi-paragraph essays formally and informally in a variety of modes to include narrative (personal experience/reflection), expressive (diary/journal), 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>10. 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>11. Applies appropriate logical thought patterns in multi-paragraph compositions to include essays of three paragraphs or more using a variety of organizational patterns (comparison/contrast, cause and effect, analysis, classification, order of importance, definition, chronological order, and/or spatial relationships). (L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.2.4.2)</p> <p>12. Learns and applies techniques for writing effective introductions and conclusions. (L.A.B.1.4.2)</p> <p>13. Uses a variety of sentence lengths and patterns to affect style. (L.A.B.1.4.2)</p>	<p>B. The student will produce an imaginative or personal piece of writing (e.g., autographical piece, character sketch, or dramatic script) which contains at least three examples of figurative language and rhetorical or literary devices. (L.A.B.1.4.2)(L.A.B.2.4.3)(L.A.D.2.4.2)(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><b>Advanced:</b> create an imaginative or personal writing piece which: (1) includes a minimum of three original examples of figurative language and rhetorical or literary devices from among those studied; and (2) demonstrates coherence, varied sentence structure, vivid word choice, and proper use of literary elements. There may be occasional mistakes in mechanics.</p> <p><b>Intermediate:</b> create an imaginative or personal writing piece which: (1) includes a minimum of three original examples of figurative language and rhetorical or literary devices from among those studied; and (3) demonstrates simple sentence variety, use of literary elements, and appropriate word choice. There may be some mistakes in mechanics.</p> <p><b>Novice:</b> create an imaginative or personal piece which: (1) demonstrates three examples of figurative language and literary devices; and (2) employs writing and graphic illustrations. 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. Identifies and applies an appropriate set of criteria for evaluating student’s own writing and the writing of peers 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. Writes a resume, an essay for employment, and completes common forms (e.g., college applications). (L.A.A.2.4.4)</p> <p>20. Demonstrates research skills in a formatted, investigative paper to include:</p> <ul style="list-style-type: none"> <li>- restricting general subjects;</li> <li>- using effective note-taking skills;</li> <li>- compiling information from a variety of sources;</li> <li>- paraphrasing and summarizing writing;</li> <li>- synthesizing information;</li> <li>- organizing information;</li> <li>- documenting outside sources.</li> </ul> <p>(L.A.A.1.4.4)(L.A.B.1.4.2)(L.A.B.1.4.3)(L.A.B.2.4.1)(L.A.B.2.4.2)</p>	<p>C. The student will prepare and submit a presentation portfolio that will include:</p> <ul style="list-style-type: none"> <li>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)</li> <li>b. a variety of modes of writing appropriate to audience and purpose to include narrative, expository, persuasive, and imaginative; (L.A.B.2.4.3)</li> <li>c. use of at least three organizational patterns, selected from among comparison and/or contrast, cause and effect, analysis, classification, order of importance, definition, chronological order, and/or spatial relationships; (L.A.B.1.4.2)(L.A.B.2.4.2)</li> <li>d. the student’s reflective explanation for each choice. (L.A.A.2.4.4)</li> </ul>	<p>After successfully completing this course, the student will submit a presentation portfolio which includes:</p> <p><b>Advanced:</b> 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><b>Intermediate:</b> 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><b>Novice:</b> 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>21. 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>22. 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>		

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<p>III Language/Word Study</p>	<ol style="list-style-type: none"> <li>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)(L.A.E.2.4.8)</li> <li>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)</li> <li>3. Recognizes and selects appropriate language with regard to connotation and denotation. (L.A.A.1.4.3)(L.A.D.2.4.1)</li> <li>4. Expands vocabulary by completing word analogies that contain abstract word relationships. (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 an oral or visual presentation. (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. Understands terms necessary for completing forms, responding to essay questions, and following directions. (L.A.A.1.4.3)</li> <li>7. Understands how culture and geography influence English language development. (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. (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><b>Advanced:</b> (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><b>Intermediate:</b> (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><b>Novice:</b> (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. (L.A.A.1.4.3)</p> <p>9. Improves and expands vocabulary through reading and writing. (L.A.A.1.4.2)(L.A.A.1.4.3)</p>	<p>B. 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 a comparison/contrast essay which:</p> <p>a. examines the appropriateness of the author's language in terms of connotation and/or denotation, sexism, and cultural bias; (L.A.C.1.4.4)(L.A.D.2.4.1)</p> <p>b. identifies the relationship that may exist between the culture, time period, and language used. (L.A.B.1.4.2)(L.A.B.2.4.1)(L.A.D.1.4.2)(L.A.D.2.4.1)(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 comparison/contrast essay which: (1) clearly identifies the relationship between culture, time period, and language; and (2) examines the appropriateness of the language, in terms of connotations/ denotations, with a focus on sexist and culturally biased views.</p> <p><b>Intermediate:</b> (1) create a comparison/contrast organizer that clearly identifies the relationship between culture, time period, and language; and (2) write a review that examines the appropriateness of the language, in terms of connotations/ denotations, with a focus on sexist and culturally biased views.</p> <p><b>Novice:</b> (1) use a graphic organizer to compare/contrast the culture, time period, and language of the two selections; and (2) extract the literal terms/phrases that denote/connote sexist and culturally biased images.</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. (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. (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 evaluates classroom oral presentations 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)</li> <li>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)</li> <li>5. Uses critical reading and viewing strategies by comparing written and performed versions of literature. (L.A.C.1.4.2)(L.A.E.2.4.7)</li> <li>6. Reads aloud from a variety of sources. (L.A.C.3.4.1)(L.A.C.3.4.2)</li> <li>7. 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)</li> <li>8. Summarizes and retells a literary/multimedia selection using appropriate structure and vocabulary. (L.A.A.1.4.4)(L.A.A.2.4.1)</li> <li>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)</li> </ol>	<p>A. The student will select a literary work that has been made into a film or play and prepare and present a speech, panel discussion, media presentation, or group project that compares/contrasts the techniques used in each medium. The presentation should include an evaluation of the effectiveness of each work and refer to:</p> <ol style="list-style-type: none"> <li>1. literary devices; (L.A.D.2.4.2)</li> <li>2. development of minor characters and subjects; (L.A.E.2.4.2)</li> <li>3. how the techniques of each medium affect tone and point of view. (L.A.B.2.4.1)(L.A.C.1.4.1)(L.A.C.1.4.2)(L.A.C.2.4.1)(L.A.C.3.4.1)(L.A.D.2.4.3)(L.A.D.2.4.4)</li> </ol>	<p>After successfully completing this course, the student(s) should be able to:</p> <p><b>Advanced:</b> prepare and present a speech, panel discussion, media presentation, or group project which: (1) effectively compares and contrasts the selected works; (2) provides a declarative, controlling, and defensible thesis; (3) analyzes literary devices and the development of minor characters/subjects; (4) examines the techniques that affect tone and point of view; and (5) evaluates the effectiveness of each medium.</p> <p><b>Intermediate:</b> select a literary work that has been made into a film or play and: (1) analyze literary devices and the development of minor characters in each work; (2) identify the techniques that affect tone and point of view; (3) evaluate the effectiveness of each medium; (4) compare/contrast the selected works using adequate supporting evidence; and (5) prepare and present the information through a speech, panel discussion, media presentation, or group project.</p> <p><b>Novice:</b> select a literary work that has been made into a film or play and: (1) identify literary elements of each work; (2) demonstrate an awareness of tone and point of view; (3) formulate a simple statement evaluating the effectiveness of each medium; (4) compare/contrast the selected works using graphic organizers/illustrations; and (5) prepare and present the information through a speech, panel discussion, media presentation, or group project.</p>

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<p>V Informational Reading/Information Literacy/ Study and Test Taking</p>	<ol style="list-style-type: none"> <li>1. Uses effective reading strategies in a variety of informational contexts:               <ul style="list-style-type: none"> <li>- previews and identifies organizational patterns; (L.A.A.1.4.1)(L.A.A.1.4.2)</li> <li>- interprets information from maps, charts, tables, graphs, schedules, pictures, signs, atlases, or diagrams; (L.A.A.1.4.2)(L.A.A.2.4.7)(L.A.A.2.4.8)</li> <li>- determines the main idea and supporting details in a variety of written material; (L.A.A.2.4.1)</li> <li>- analyzes and applies information from technical and/or scientific writing; (L.A.A.1.4.3)(L.A.A.2.4.6)</li> <li>- evaluates the accuracy of information in a variety of written material; (L.A.A.1.4.2)(L.A.A.2.4.7)(L.A.A.2.4.8)</li> <li>- uses appropriate resources to complete forms and applications with an emphasis on college admissions and/or employment; (L.A.A.2.4.4)</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)(L.A.A.1.4.3)</li> </ul> </li> <li>2. 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)</li> </ol>	<p>A. 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 which 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>Throughout the duration of this course, the student should:</p> <p><b>Advanced:</b> begin to develop a personal file which contains: (1) an autobiographical essay effectively conveying the student’s interests and future goals; (2) a well-organized resume presented in an acceptable format; and (3) at least one employment application. The word choice is suitable for audience and purpose and the writing style adheres to the formal conventions of standard written English.</p> <p><b>Intermediate:</b> begin to develop a personal file which contains: (1) an autobiographical essay identifying the student’s interests and future goals; (2) an organized resume presented in an acceptable format; and (3) at least one employment application. The word choice is suitable for audience and purpose and the writing style adheres to the formal conventions of standard written English.</p> <p><b>Novice:</b> begin to develop a personal file which contains: (1) an autobiographical paragraph identifying the student’s interests and future goals; (2) an organized resume presented in an acceptable format; and (3) at least one employment application. The word choice is suitable for audience and purpose and the writing style adheres to the formal conventions of standard written English.</p>

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	<p>3. Uses appropriate skills and resources to access, organize, analyze, and synthesize information:</p> <ul style="list-style-type: none"> <li>- selects and limits a topic for a documented paper; (L.A.B.1.4.1)(L.A.B.2.4.4)</li> <li>- understands the various formats of generally accepted style manuals for documents; (L.A.B.2.4.3)</li> <li>- uses primary and secondary sources for research information; (L.A.A.2.4.7)</li> <li>- uses non-print as well as print resources; (L.A.B.2.4.1)</li> <li>- uses school and public libraries; (L.A.A.2.4.6)</li> <li>- understands the nature and ramifications of plagiarism; (L.A.D.2.4.6)</li> <li>- applies technology for storing, retrieving, and using data. (L.A.B.2.4.4)(L.A.D.2.4.4)</li> </ul>	<p>B. After selecting and limiting a topic, the student will develop an outline or plan and write an investigative paper of five or more pages based on the information extracted and synthesized from a variety of primary and secondary sources. The paper should reflect a format consistent with a generally accepted manual and contain a minimum of three documented sources. (L.A.A.1.4.4)(L.A.A.2.4.6)(L.A.B.1.4.1) (L.A.B.1.4.2)(L.A.B.1.4.3)(L.A.B.2.4.1) (L.A.B.2.4.2)(L.A.B.2.4.3)</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 a minimum of three primary and secondary documented sources; (3) accurately reflects a format consistent with an accepted style manual; (4) demonstrates logical organization and coherence; (5) provides effective transitional devices; and (6) uses the conventions of standard written English.</p> <p><b>Intermediate:</b> (1) access information from a minimum of three primary and secondary documented sources; (2) select, organize, and limit the researched material to create an outline; and (3) write an organized investigative paper that reflects a format consistent with an accepted style manual. The paper contains appropriate word choice, transitional words/phrases, and varied sentence structure.</p> <p><b>Novice:</b> (1) access information from three primary and secondary documented sources; (2) use note-taking skills to select, organize, and document the researched material reflecting a format consistent with accepted style manual; and (3) create a sentence outline that identifies the topic, major points, and subpoints.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>4. Practices appropriate study and test-taking strategies:</p> <ul style="list-style-type: none"> <li>- reviews test-taking strategies and analogies for the SAT, ACT, and other objective and subjective tests; (L.A.B.1.4.4)</li> <li>- practices summary writing; (L.A.A.1.4.4)</li> <li>- uses effective note-taking skills; (L.A.A.1.4.4)(L.A.B.2.4.1)</li> <li>- prepares for various types of examinations and devises appropriate strategies for pacing, questioning, thinking, writing, and editing according to the type of examination; (L.A.A.1.4.1)(L.A.A.2.4.4)(L.A.B.2.4.1)</li> <li>- writes accurate, complete, and organized answers to essay questions; (L.A.B.1.4.2)(L.A.B.2.4.1)</li> <li>- participates periodically in timed reading activities to increase reading rate using grade-appropriate fiction and nonfiction selections of varying lengths in preparation for a variety of timed tests. (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. (L.A.A.1.4.2)(L.A.A.1.4.4)(L.A.A.2.4.6) (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 skill/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 skill/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 skill/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
VI Culture	<ol style="list-style-type: none"> <li>1. Compares and contrasts distinctive aspects of United States culture as expressed in literature and language to the student’s native culture.</li> <li>2. Identifies, describes, analyzes, and discusses the elements of culture, race, and ethnicity in traditional, folkloric, and contemporary American literature and/or music.</li> <li>3. Compares and contrasts distinctive aspects of United States culture as expressed in literature and language to the student’s native culture.</li> <li>4. Uses a variety of multimedia resources to research and compare business opportunities in the United States that are enhanced by multilingual skills.</li> <li>5. Researches elements of popular American culture and other world cultures and how they influence social behavior within and beyond their borders.</li> <li>6. Connects to, builds on, and respects the diverse views of others within the context of formal and informal settings.</li> </ol>	<p>A. The student will discuss aspects of United States culture and values and compare/contrast these aspects as demonstrated in American literature.</p>	<p>After successfully completing this course, the student(s) should be able to produce a creative presentation which:</p> <p><b>Advanced:</b> (1) discusses in detail aspects of American culture; and (2) effectively compares/contrasts United States culture and values as represented in an American literature selection.</p> <p><b>Intermediate:</b> (1) lists aspects of American culture; and (2) compares/contrasts United States culture and values as represented in an American literature selection.</p> <p><b>Novice:</b> (1) identifies aspects of American culture; and (2) uses a graphic organizer to compare/contrast United States culture and values as represented in an American literature selection.</p>