

| COMPONENT | OBJECTIVES | COMPETENCY | PERFORMANCE INDICATORS |
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| <p>I Literature</p> | <ol style="list-style-type: none"> 1. Reads classical and contemporary British/ European literature in addition to representative Asian, African, and Latin American literature. (L.A.D.1.4.1)(L.A.D.2.4.1)(L.A.E.1.4.2)(L.A.E.1.4.5) 2. Understands and expresses how literature is a reflection of social, political, and religious ideas of an age. (L.A.A.2.4.8)(L.A.D.1.4.1)(L.A.E.1.4.5)(L.A.E.2.4.8) 3. Investigates literary themes and issues common to humanity in classical and modern literature. (L.A.D.2.4.1)(L.A.E.1.4.3)(L.A.E.1.4.5) 4. Recognizes the relationship of literature to the other humanities. (L.A.D.1.4.1)(L.A.D.2.4.1)(L.A.E.1.4.5) 5. Identifies characteristics that distinguish literary forms and recognizes relationships between form and content. (L.A.E.1.4.1)(L.A.E.2.4.5) 6. Recognizes how literary devices (e.g., figurative language, poetic devices, tone, symbolism, irony, satire, imagery, foreshadowing, and flashback) contribute to meaning in literature. (L.A.A.1.4.3)(L.A.D.2.4.2)(L.A.E.2.4.3)(L.A.E.2.4.7) 7. Evaluates how the literary elements of plot, setting, characterization, and point of view contribute to meaning in literature. (L.A.A.2.4.2)(L.A.E.2.4.1)(L.A.E.2.4.2)(L.A.E.2.4.5)(L.A.E.2.4.7) 8. Recognizes and uses inductive and deductive reasoning and recognizes fallacies when reading. (L.A.A.2.4.8) | <p>A. After reading classical and contemporary selections from world literature, the student will select one British/European work and one from another culture and write an essay which demonstrates:</p> <ol style="list-style-type: none"> a. how one universal theme is portrayed in both selections; (L.A.E.1.4.3) b. how the different cultural influences impact the development of the theme; (L.A.D.1.4.1) c. how the theme relates to the student’s own experiences; and (L.A.D.2.4.1)(L.A.E.2.4.6)(L.A.E.2.4.7)(L.A.E.2.4.8) d. how the student’s own values influence his/her understanding of the theme. (L.A.E.2.4.6)(L.A.E.2.4.8) | <p>After successfully completing this course, the student should be able to:</p> <p><i>Advanced:</i> write a multi-paragraph essay which: (1) presents a highly focused, well-developed topic; (2) provides logical organization and ample details that are well-chosen, relevant and effectively compare, contrast, and analyze the theme in literature; (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 multi-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) draw an illustration that highlights the theme; (2) use a graphic organizer to compare/contrast cultural aspects that impact the theme; and (3) write a simple paragraph that explains how the theme relates to his/her life. There may be simple sentence variety, limited supporting details, and mistakes in mechanics.</p> |

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| | <p>9. Draws inferences from literary works about the ideas and attitudes of the authors who wrote them. (L.A.A.2.4.2)(L.A.D.2.4.1)(L.A.E.1.4.5)(L.A.E.2.4.5)(L.A.E.2.4.7)</p> <p>10. Identifies, compares, and contrasts philosophies, ideas, and themes of various works. (L.A.A.2.4.8)(L.A.D.2.4.1)(L.A.E.2.4.7)</p> <p>11. Reads literary criticism as an aid to understanding literature. (L.A.A.2.4.7)(L.A.E.2.4.7)</p> <p>12. Reads additional literary selections to enrich literary/ cultural understanding. (L.A.A.2.4.3)(L.A.D.2.4.1)(L.A.E.1.4.5)(L.A.E.2.4.6)(L.A.E.2.4.8)</p> <p>13. Relates the relevance of concepts in literature to personal and cultural values and experiences. (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>14. 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 a familiar narrative selection (e.g., a short story or long, narrative poem), the student will write a multi-paragraph essay that shows how plot, setting, characterization, point of view, theme, and literary devices contribute to meaning. (L.A.A.2.4.2)(L.A.D.2.4.2)(L.A.E.2.4.1)(L.A.E.2.4.2)(L.A.E.2.4.4)(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><i>Advanced:</i> write a multi-paragraph essay which: (1) contains a well-developed topic, relevant supporting details, and logical organization; (2) uses literary terms and vivid word choice to demonstrate an understanding of how literary devices contribute to meaning; and (3) shows evidence of figurative language and complex sentence structure. There may be occasional mistakes in mechanics.</p> <p><i>Intermediate:</i> write a multi-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. There may be varied sentence structure and some mistakes in mechanics.</p> <p><i>Novice:</i> (1) list character traits; (2) use a graphic organizer to identify and understand character development and literary elements; 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>C. Given a literary selection with a clearly identified verse form (e.g., poetry, ballad, or sonnet) or a prose passage with a clearly identified style, the student will write an original piece by modeling or parodying the devices and organizational patterns of the original work. (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)(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><i>Advanced:</i> (1) write in prose or verse in a style that clearly models a literary selection; and (2) demonstrate significant understanding of extensive literary devices in organizational patterns to effectively create an original work.</p> <p><i>Intermediate:</i> (1) write in prose or verse in a style that models a literary selection; and (2) use literary devices and organization patterns to create an original work.</p> <p><i>Novice:</i> complete a cloze poem and/or create an original poem that models a form from a literary selection.</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/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) 4. Composes responses to questions pertaining to literary elements and devices. (L.A.D.2.4.2)(L.A.E.2.4.2) 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) 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) 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.E.2.4.2) 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>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>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, provides 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. 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>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 (e.g., 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 effect style. (L.A.B.1.4.2)</p> <p>14. Revises writing for originality, organization, logic, content, word choice, sequence, coherence, transitions, and correct use of 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>B. The student will write an autobiographical/personal response to an academic or employment prompt that includes originality, organization, logic, coherence, and formal conventions of standard written English. (L.A.A.2.4.4)(L.A.B.1.4.2)(L.A.B.1.4.3) (L.A.B.2.4.3)(L.A.D.1.4.2)</p> | <p>After successfully completing this course, the student should be able to:</p> <p>Advanced: produce an original response in the expository, persuasive, or narrative mode which: (1) uses sophisticated terminology appropriate for audience and purpose; (2) provides logical organization and coherence; (3) includes transitional devices and complex sentence structure; and (4) complies with formal conventions of standard written English.</p> <p>Intermediate: produce an original response in the expository, persuasive, or narrative mode which: (1) uses terminology suitable for audience and purpose; (2) demonstrates logical organization with simple sentence variety and use of transitional devices; and (3) complies with formal conventions of standard written English.</p> <p>Novice: produce an adequate original response in the expository, persuasive, or narrative mode suitable for audience and purpose which: (1) demonstrates an awareness of academic/vocational terminology; and (2) contains simple sentence structure and limited transitional devices.</p> |

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| | <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"> - restricting general subjects; - using effective note-taking skills; - compiling information from a variety of sources; - paraphrasing and summarizing writing; - synthesizing information; - organizing information; - documenting outside sources. <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)(L.A.D.2.4.6)</p> <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> | <p>C. 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 and evaluation; (L.A.B.1.4.1)(L.A.B.1.4.2)(L.A.B.1.4.3) 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) 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) d. the student’s reflective explanation for each choice. (L.A.A.2.4.4) | <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 world 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.E.2.4.8) 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. Improves and expands vocabulary through reading and writing. (L.A.A.1.4.2)(L.A.A.1.4.3) 4. Expands vocabulary by completing word analogies including analogies that contain abstract word relationships. (L.A.A.1.4.3)(L.A.C.3.4.3) 5. Demonstrates understanding of the evolution of the English language incorporating language contributions from a variety of cultures. (L.A.D.1.4.1)(L.A.D.1.4.3)(L.A.D.2.4.1) 6. Understands terms necessary for completing forms, responding to essay questions, and following directions. (L.A.A.1.4.3) 7. Incorporates new vocabulary in written and oral work. (L.A.A.1.4.3) 8. Recognizes and selects appropriate language with regard to connotation and denotation. (L.A.A.1.4.3)(L.A.D.2.4.1) | <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 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>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>B. In response to an essay prompt, the student will write a multi-paragraph essay that compares/contrasts how language and cultural development influence each other. (L.A.B.1.4.2)(L.A.D.1.4.1)(L.A.D.2.4.1)</p> | <p>After successfully completing this course, the student should be able to:</p> <p>Advanced: write a comparison/contrast essay which: (1) identifies the relationship between language and cultural development; (2) provides concrete examples explaining how each influences the other; and (3) focuses on terminology relevant to language and culture.</p> <p>Intermediate: (1) create a comparison/contrast organizer that identifies the relationship between language and cultural development; (2) write a summary that provides concrete examples explaining how each influences the other; and (3) use terminology relevant to language and culture.</p> <p>Novice: (1) use graphic organizers to compare/contrast the relationship between language and cultural development; and (2) write statements summarizing the information from the organizer.</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/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) 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. 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) 4. 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) 5. Reads aloud from a variety of sources. (L.A.C.3.4.1)(L.A.C.3.4.2) 6. 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) 6. Summarizes and retells a literary/multimedia selection using appropriate structure and vocabulary. (L.A.A.1.4.4)(L.A.A.2.4.1) 7. 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) 8. 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) | <p>A. The student will choose a media presentation (e.g., a film or a television show) or attend a live performance (e.g., a play, musical, or opera) and prepare and present an oral review which includes:</p> <ol style="list-style-type: none"> a. a summary of the content of the presentation; (L.A.A.1.4.4) b. an interpretation of the work adapting techniques used in literary analysis; (L.A.D.2.4.2) c. an evaluation which includes the student’s personal response to the effectiveness of the presentation or performance as art and entertainment. (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)(L.A.D.2.4.5) | <p>After successfully completing this course, the student should be able to:</p> <p>Advanced: prepare and present an oral review which contains: (1) a well-developed introduction, key details, and an effective conclusion summarizing the work; (2) an analysis and interpretation of the literary devices used in the work; and (3) an evaluation of the effectiveness of the work providing a clearly stated and defensible point of view with ample supporting evidence.</p> <p>Intermediate: prepare and present an oral review which contains: (1) an introduction, key details, and an effective conclusion summarizing the work; (2) an interpretation of the literary elements used in the medium; and (3) an evaluation providing adequate supporting evidence of the effectiveness of the medium as art and entertainment.</p> <p>Novice: (1) use note-taking skills to list literary elements of the selected medium; (2) briefly summarize the piece through a graphic organizer; (3) include a statement providing supporting evidence that evaluates the effectiveness of the medium as art and entertainment; and (4) orally present and interpret the medium using graphic representations.</p> |

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| <p>V. Informational Reading/Information Literacy/ Study and Test Taking</p> | <p>1. Uses effective reading strategies in a variety of informational contexts:</p> <ul style="list-style-type: none"> - previews and identifies organizational patterns; (L.A.A.1.4.1) - determines the main idea and supporting details in a variety of written material; (L.A.A.2.4.1) - analyzes and applies information from technical and/or scientific writing; (L.A.A.1.4.3)(L.A.A.2.4.6)(L.A.A.2.4.8) - evaluates author's purpose and/or bias, audience, and sources, and recognizes this bias as different from the student's; (L.A.A.2.4.2)(L.A.A.2.4.8)(L.A.C.1.4.4) - recognizes how sexism, cultural bias, and the use of propaganda produce intended effects; (L.A.A.2.4.5)(L.A.C.1.4.4)(L.A.D.1.4.2)(L.A.D.2.4.1) - recognizes and uses inductive and deductive reasoning, and recognizes fallacies in reasoning; (L.A.A.2.4.8) - 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) - 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) - uses appropriate resources to complete forms and applications with an emphasis on college admissions and/or employment; (L.A.A.2.4.4) - 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) | <p>A. The student will participate in the college admissions and/or employment search process by continuing a personal file which reflects needs, interests, and post-graduate goals. The file should include a variety of application forms, including those for employment and college admissions, as well as an autobiographical essay, an updated resume, and an essay suitable for use with a college application. (L.A.A.2.4.4)</p> | <p>Throughout the duration of this course, the student should continue to develop a personal file which contains:</p> <p>Advanced: (1) an autobiographical essay effectively conveying the student's interests and future goals; (2) an essay suitable for a college application; (3) a well organized and updated resume presented in an acceptable format; and (4) a variety of academic/employment applications. The word choice is suitable for audience and purpose and the writing style adheres to the formal conventions of standard written English.</p> <p>Intermediate: (1) an autobiographical essay identifying the student's interests and future goals; (2) an essay suitable for a college application; (3) an organized and updated resume presented in an acceptable format; and (4) a variety of academic/employment applications. The word choice is suitable for audience and purpose and the writing style adheres to the formal conventions of standard written English.</p> <p>Novice: (1) an autobiographical paragraph identifying the student's interests and future goals; (2) a paragraph suitable for a college application; (3) an organized and updated resume presented in an acceptable format; and (4) a variety of academic/employment applications. 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>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)</p> <p>3. Uses appropriate skills and resources to access, organize, analyze, and synthesize information:</p> <ul style="list-style-type: none"> - selects and limits a topic for a documented paper; (L.A.B.1.4.1)(L.A.B.2.4.4) - understands the various formats of generally accepted style manuals for documents; (L.A.B.2.4.3) - uses primary and secondary sources for research information; (L.A.A.2.4.7) - uses non-print as well as print resources; (L.A.B.2.4.1) - uses school and public libraries; (L.A.B.2.4.1) - understands the nature and ramifications of plagiarism; (L.A.D.2.4.6) - applies technology for storing, retrieving, and using data. (L.A.B.2.4.4)(L.A.D.2.4.4) | <p>B. After reading two conflicting newspaper and/or magazine articles on the same topic, the student will write a comparison/contrast paper. The student will evaluate the authors' purposes, intended audiences, sources, and biases to determine which article is more credible. (L.A.A.2.4.2)(L.A.A.2.4.7)(L.A.A.2.4.8) (L.A.B.1.4.2)(L.A.B.2.4.1)(L.A.D.1.4.2) (L.A.D.2.4.5)(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 an analysis which: (1) compares/contrasts the two articles; and (2) effectively evaluates the credibility of the articles by examining authors' purposes, intended audiences, sources, and biases.</p> <p>Intermediate: (1) use note-taking skills/strategies to identify key points in each article; (2) identify and examine authors' purposes, intended audiences, sources, and biases; (3) compare/contrast the key points; and (4) write an analysis using the acquired information to determine which article is more credible.</p> <p>Novice: (1) read and highlight key points of two conflicting articles on the same topic; (2) list details which identify authors' purposes, intended audiences, sources, and biases; (3) use graphic organizer to compare/contrast the detailed information; and (4) write a brief statement determining which article is more credible.</p> |

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| | <p>4. Practices appropriate study and test-taking strategies:</p> <ul style="list-style-type: none"> - reviews test-taking strategies and analogies for objective and subjective tests; (L.A.A.1.4.4) - practices summary writing; (L.A.A.1.4.4) - uses effective note-taking skills; (L.A.A.1.4.4)(L.A.B.2.4.1) - prepares for various types of examinations and devises strategies for pacing, questioning, thinking, writing, and editing; (L.A.A.2.4.1)(L.A.A.2.4.4)(L.A.B.2.4.1) - writes accurate, complete, and organized answers to essay questions; (L.A.B.2.4.1)(L.A.B.1.4.2) - participates periodically in 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. (L.A.A.1.4.2) | <p>C. After selecting and limiting a topic related to the humanities and/or literary history, the student will develop an outline or plan and write a research paper of six pages or more based on 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>Advanced: write a research 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>Intermediate: (1) access information from a minimum of three primary and secondary documented sources; (2) select, organize, and limit the researched information to create an outline; and (3) write an organized research 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>Novice: (1) access information from three primary and secondary documented sources related to humanities and/or literary history; (2) use note-taking skills to select, organize, and document the researched material reflecting information consistent with an accepted style manual; and (3) create a sentence outline that identifies the topic, major points and subpoints.</p> |

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| | | <p>D. 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>Advanced: 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>Intermediate: 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>Novice: 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> |

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| VI Culture | <ol style="list-style-type: none"> 1. Explores and analyzes multicultural themes as expressed in various literary genres. 2. Uses a variety of multimedia resources to explore and understand ways in which current media information relates to the student's life. 3. Researches and compares career, business, and educational opportunities enhanced by multilingual skills. 4. Connects to, builds on, and respects the diverse views of others within formal and informal settings. | <p>A. The student will write and present an individual or group research project that explores the history, people, arts, government, environment, education, and economy of a particular culture.</p> | <p>After researching a particular culture, the student(s) should be able to:</p> <p>Advanced: individually or as part of a group, (1) write a well-developed research paper that provides ample and relevant details for each aspect of the culture (as listed in Competency A) using at least three references; and (2) clearly present the information using multimedia/realia sources.</p> <p>Intermediate: individually or as part of a group, (1) write an organized research paper that provides sufficient and relevant details for each aspect of the culture (as listed in Competency A) using three references; and (2) clearly present the information using multimedia/realia sources.</p> <p>Novice: as part of a group, (1) write an organized and researched outline that provides details for each aspect of the culture (as listed in Competency A) using at least two references; and (2) present the information using at least two multimedia/realia sources.</p> |

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| | | <p>B. The student will read cross-cultural literary pieces and give a report using cooperative learning strategies.</p> | <p>After successfully completing this course, the student as part of a group, should be able to:</p> <p>Advanced: (1) read a minimum of four cross-cultural literary pieces; (2) use effective note-taking skills to organize the information; (3) compare/contrast selections through oral discussion; and (4) clearly present the information through a creative medium.</p> <p>Intermediate: (1) read a minimum of three cross-cultural literary pieces; (2) use note-taking skills to organize the information; (3) compare/contrast the selections through oral discussion and graphic organizers; and (4) present the information through a creative medium.</p> <p>Novice: (1) explore a minimum of two cross-cultural literary pieces; (2) use note-taking skills to arrange the information; (3) compare/contrast selections through graphic organizers/representations; and (4) present the information through a creative medium.</p> |