

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Literature</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Reads and discusses genres from a variety of world cultures (L.A.D.1.4.1) (L.A.E.1.4.1) (L.A.E.1.4.5) 2. Learns to appreciate and 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) 3. 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) 4. Compares and contrasts a variety of genres, 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) 5. Reads selections written for a variety of purposes (e.g., narrative, persuasive, expository, imaginative, and informative) (L.A.E.1.4.1) (L.A.E.2.4.5) 6. Understands the figurative language employed in literature (terms to include simile, metaphor, personification, oxymoron, hyperbole, and apostrophe) (L.A.A.1.4.3) (L.A.D.2.4.2) (L.A.E.2.4.3) 7. Recognizes the use of literary devices such as 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.2.4.3) 8. Analyzes fictional works in terms of plot, conflict, 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) 9. Identifies dynamic characters in a selection, and traces their changes in the story (L.A.E.2.4.2) 	<ol style="list-style-type: none"> A. Given one universal theme in world literature that been discussed during the course of the year, the student will write an essay of at three to five paragraphs that <ol style="list-style-type: none"> a. relates the theme to the student's own values; b. supports the theme with examples which reflect the commonality of human experience and which 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.1.4.3) (L.A.E.1.4.5) (L.A.E.2.4.6) (L.A.E.2.4.8) B. The student will select one piece of fiction that has been discussed in class during the year and write an essay of three to four paragraphs or more that <ol style="list-style-type: none"> a. traces the development of a dynamic character; 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) c. explains the uses 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)

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<p>II Composition</p>	<p>10. Uses appropriate reading strategies such as previewing and predicting to comprehend a selection (L.A.A.1.4.1)</p> <p>11. Compares personal culture to the cultures represented in selected works (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>The following objectives support competencies A, B and C.</p> <p>1. Understands and practices the reading-writing connection (L.A.B.2.4.1)</p> <p>2. Uses the writing process individually and cooperatively: prewriting, drafting, revising, editing, and publishing (L.A.B.1.4.1) (L.A.B.1.4.3)</p> <p>3. Writes a clear and definite thesis statement (L.A.B.1.4.2)</p> <p>4. Supports the thesis with fully developed paragraphs with details which are varied, relevant, and purposeful for a selected plan of organizational development to include comparison/contrast, cause/effect, definition, order of importance, and classification (L.A.B.1.4.2) (L.A.B.2.4.2)</p> <p>5. Writes for a variety of audiences and purposes (L.A.B.2.4.3)</p> <p>6. Writes in a variety of modes to include narrative, (personal experience), expository (essay process paper, biographical incident), persuasive (editorial), and imaginative (story, poem) (L.A.B.2.4.3) (L.A.E.1.4.1)</p>	<p>A. In response to a prompt in a timed writing situation, the student will produce a multi-paragraph expository or persuasive essay appropriate for audience and purpose that contains:</p> <ul style="list-style-type: none"> a. a clear and definite thesis statement; b. an effective introduction and conclusion; c. fully developed paragraphs which include details that support the thesis; d. appropriate transitional devices and varied sentence lengths; (L.A.B.2.4.2) e. an awareness of voice, vivid word choice, and appropriate literary devices; (L.A.B.1.4.1) (L.A.D.1.4.2) f. the use of the conventions of standard written English. (L.A.B.1.4.2) <p>B. The student will produce an imaginative piece of writing such as a story or poem incorporating at least three examples of figurative language such as simile, metaphor, personification, oxymoron, hyperbole, and apostrophe, and demonstrating an awareness of audience and purpose. (L.A.B.1.4.2) (L.A.D.2.4.2) (L.A.E.2.4.3) (L.A.E.2.4.4)</p>

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	<p>7. Writes multiparagraph compositions to include essays of four paragraphs or more that summarize, analyze, or compare and contrast elements of literature studied (L.A.B.2.4.2) (L.A.E.2.4.7)</p> <p>8. Begins to develop a personal writing style which reflects an awareness of voice, coherence, vivid word choice, 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>9. Uses appropriate transitional devices and varied sentence lengths and patterns in essay writing (L.A.B.1.4.2)</p> <p>10. Revises and edits writing for originality, organization, content, word choice, coherence, transition, and correct use of the formal conventions of standard written English (L.A.A.1.4.3) (L.A.B.1.4.3) (L.A.D.2.4.2)</p> <p>11. Uses teacher and peer conferencing for evaluating and improving writing (L.A.A.2.4.4)</p> <p>12. Responds directly and efficiently to a prompt in a timed writing (L.A.A.2.4.4)</p> <p>13. 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>14. Keeps a writing portfolio (selected by author, teacher and author, or teacher), containing pieces in progress and finished products, and evaluates them to reflect growth in writing (L.A.A.2.4.4)</p>	<p>C. After keeping or portfolio of writing, the student will prepare and submit a “presentation portfolio” that will include</p> <p>a. products that reflect the writing process, peer editing, and evaluation, (L.A.B.1.4.2)</p> <p>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)</p> <p>c. the use of at least three organizational patterns selected from among comparison and/or contrast, cause and effect, order of importance, definition, and/or spatial relationships; (L.A.B.1.4.2) (L.A.B.2.4.2)</p> <p>d. the student’s reflective explanation 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.1.4.3) (L.A.D.2.4.1) 2. Determines/infers word meanings by using parts, context clues, and/or etymologies (L.A.A.1.4.3) 3. Identifies synonyms, antonyms, and homonyms, and uses them correctly (L.A.A.1.4.3) 4. Completes word relationship analogies 5. Recognizes and understands idioms, puns, and euphemisms (L.A.A.1.4.3) (L.A.D.2.4.2) 6. Use strategies for personal vocabulary growth through context clues, structural analysis, and other sources (L.A.A.1.4.3) 7. Incorporates new vocabulary in written and oral work (L.A.A.1.4.3) 	<p>A. Given an unfamiliar reading selection such as a passage from a formal essay, novel, poem, or story containing challenging vocabulary, sentence structure, organization, or ideas, the student will</p> <ol style="list-style-type: none"> a. write marginal notes which question the text; b. paraphrase information; c. underline unfamiliar words; d. attempt definitions in context; e. write a brief interpretation of the selection; f. identify the strategies used in order to achieve comprehension. <p>(L.A.A.1.4.4) (L.A.B.2.4.1)</p>
<p>IV Listening/Speaking/ Viewing Competency</p>	<ol style="list-style-type: none"> 1. Demonstrates appropriate listening, speaking, and viewing skills in a variety of cooperative settings (L.A.C.1.4.1) (L.A.C.1.4.2) (L.A.C.1.4.3) (L.A.C.3.4.1) (L.A.C.3.4.2) (L.A.C.3.4.4) 2. Designs and delivers an oral presentation for a specific purpose and audience using effective verbal and non-verbal techniques (L.A.C.3.4.1) (L.A.C.3.4.2) (L.A.C.3.4.3) (L.A.C.3.4.4) (L.A.C.3.4.5) 3. Analyzes and critiques in written or oral form a variety of audio-visual presentations (L.A.B.2.4.1) (L.A.C.2.4.1) (L.A.D.2.4.3) 	<p>A. The student will select an audio visual presentation and prepare and deliver a reaction speech of at least two minutes in length using effective verbal and non-verbal techniques. The speech should include a discussion of propaganda techniques and denotative and connotative properties of words as they create biased language and/or euphemisms, and use terminology appropriate to the medium.</p> <p>(L.A.A.2.4.5) (L.A.C.3.4.1-5) (L.A.D.2.4.5)</p>

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<p>V Informational Reading/ Information Literacy/ Study and Test-Taking</p>	<p>4. 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)</p> <p>5. Creates an awareness of, and sensitivity to, the various dialects, accents, and speech patterns indigenous to a multicultural community (L.A.D.1.4.1) (L.A.D.1.4.2) (L.A.D.1.4.3) (L.A.D.2.4.1)</p> <p>The following objectives support competencies A, B and C.</p> <p>1. Practices the following reading strategies both within an individual selection and among a variety of selections</p> <ul style="list-style-type: none"> - determines the following in a reading selection: <ul style="list-style-type: none"> * stated or implied main idea (L.A.A.2.4.1) * sequence of events or ideas * stated or implied cause or effect * fact/opinion * generalization * conclusion (L.A.A.2.4.8) - varies reading rate to suit purpose and subject matter (to include skimming, scanning, and analytical reading) (L.A.A.1.4.2) - monitors comprehension of a reading selection (to include asking questions, rereading, and paraphrasing) (L.A.A.1.4.1) - uses the features of books and other reference materials (to include table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography, blurbs, and footnotes) <p>2. Uses effective reading and writing strategies in a variety of informational contexts:</p> <ul style="list-style-type: none"> - 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) (L.A.A.2.4.6) 	<p>A. The student will compare and contrast consumer information and statistical data about the same product from two or more manufacturers, identify at least three important features common to each, and create a chart or graph to support the selection of the best product. (L.A.A.2.4.8) (L.A.B.2.4.1)</p> <p>B. Using appropriate skills and resources, both textual and technological, the student will access, analyze, and synthesize information from several sources and write an appropriately documented investigative paper of three or more pages which reflects organization, coherence, transition, and correct use of the conventions of standard written English. (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>C. The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher-made tests, required district and state tests such as the GTAT and Tenth Grade Florida Writing Assessment Test, and optional national tests such as the PSAT. (L.A.A.1.4.4) (L.A.B.2.4.1)</p>

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	<ul style="list-style-type: none"> - obtains information from maps, charts, tables, graphs, schedules, pictures, or signs (LA.A.1.4.2) - compares and contrasts information which reflects differing points of view on the same topic (LA.A.2.4.2) (LA.2.4.7) - writes complete letters and messages (LA.A.2.4.4) <p>3. Uses appropriate skills and resources to access, analyze, and synthesize information:</p> <ul style="list-style-type: none"> - accesses information, both textual and technological, to aid in researching, writing, and editing (LA.A.1.4.4) (LA.B.2.4.4) (LA.D.2.4.4) - selects information necessary to complete a specific task (LA.A.1.4.4) - uses information appropriately (LA.A.1.4.4) - evaluates information for relevancy, bias, and applicability (LA.D.1.4.2) - understands the nature and ramifications of plagiarism (LA.A.2.4.6) (LA.A.2.4.7) (LA.B.2.4.1) (LA.C.1.4.1) (LA.D.2.4.6) <p>4. Develops appropriate study and test-taking strategies:</p> <ul style="list-style-type: none"> - establishes study routines and manages study time wisely - develops and practices effective note-taking skills for both oral and written presentations (LA.A.1.4.4) (LA.B.2.4.1) - follows oral and written directions to complete an assignment (LA.A.2.4.4) - demonstrates effective test-taking techniques for both objective and subjective tests (LA.A.2.4.4) - analyzes the question, locates key words, and organizes thoughts prior to responding to an essay question in a testing situation (LA.A.2.4.4) (LA.B.2.4.1) (LA.B.2.4.2) - participates in periodic timed reading activities to increase reading rate using grade appropriate fiction and nonfiction selections of varying lengths (LA.A.2.4.4) 	