

COMPONENT	OBJECTIVES	COMPETENCY
I Literature	<p>The following objectives support competencies A, B, and C.</p> <ol style="list-style-type: none"> <li>1. Reads and critiques classic and contemporary British and/or European literature in addition to representative Asian, African, and Latin American literature and compares themes and styles (L.A.D.1.4.1) (L.A.D.2.4.1) (L.A.E.1.4.2) (L.A.E.1.4.5) (L.A.E.2.4.7)</li> <li>2. Understands and expresses how literature is a reflection of societal, political, and religious ideas of an age (L.A.A.2.4.8) (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.8)</li> <li>3. Investigates universal themes and issues common to humanity in classical and modern 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)</li> <li>4. Analyzes the relationship of literature to other humanities (L.A.D.1.4.1) (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.7)</li> <li>5. Recognizes relationships between form and content (L.A.E.2.4.5)</li> <li>6. Determines how literary devices (to include figurative language, poetic devices, tone, symbolism, irony, satire, foreshadowing, and flashback) contribute to meaning in literature (L.A.A.1.4.3) (L.A.D.2.4.2) (L.A.E.2.4.7)</li> <li>7. Evaluates how the literary elements of plot, setting, characterization, point of view, and theme 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.2.4.7)</li> <li>8. Determines how syntax, semantics, and diction contribute to meaning (L.A.A.1.4.3)</li> <li>9. Draws inferences from literary works about the ideas and attitudes of the authors who wrote them (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.2) (L.A.E.2.4.5) (L.A.E.2.4.6)</li> <li>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.1.4.5) (L.A.E.2.4.2) (L.A.E.2.4.7)</li> </ol>	<p>A. After reading classical and contemporary British and/or European literature in addition to representative Asian, African, and/or Latin American literature, the student will write an essay which demonstrates</p> <ol style="list-style-type: none"> <li>a. how a universal theme is portrayed similarly; (L.A.E.1.4.3)</li> <li>b. how the differences in the portrayal of the theme reflect the social, political and religious characteristics of the culture or time period; (L.A.D.1.4.1)</li> <li>c. how the theme relates to the student's own experiences. (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.6) (L.A.E.2.4.7) (L.A.E.2.4.8)</li> </ol> <p>The theme should be supported with references to two British and/or European works and one work from another culture. Using the three works, the student will</p> <ol style="list-style-type: none"> <li>a. identify the theme;</li> <li>b. show how the theme is developed differently because of different cultural influences;</li> <li>c. examine how the student's own experiences influence his/her understanding of the theme. (L.A.A.2.4.8) (L.A.D.2.4.1) (L.A.E.1.4.2) (L.A.E.1.4.5)</li> </ol>

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<p>II Composition</p>	<p>11. Incorporates literary criticism as an aid in the understanding of a work (L.A.A.2.4.7) (L.A.E.2.4.7)</p> <p>12. Relates 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.2.4.8)</p> <p>13. Reads selections to enrich understanding (L.A.A.2.4.3) (L.A.D.2.4.1) (L.A.E.1.4.5) (L.A.E.2.4.4) (L.A.E.2.4.5) (L.A.E.2.4.6) (L.A.E.2.4.7) (L.A.E.2.4.8)</p> <p>14. Develops the habit of reading as a lifelong activity by reading at least a 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 and B.</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.1.4.2) (L.A.B.1.4.3)</p> <p>3. Generates ideas about a topic for the purpose of writing, varies writing style, including vocabulary and sentence structure for different audiences and purposes, and writes standard English sentences (L.A.A.1.4.3) (L.A.B.2.4.3) (L.A.D.2.4.2)</p>	<p>B. Given an unfamiliar narrative selection such as a short story or long, narrative poem, the student will write a multi-paragraph essay</p> <p>a. that analyzes the relationship of form and content; (L.A.E.2.4.7)</p> <p>b. show how plot, setting, characterization, point of view, theme, literary devices, syntax, and diction contribute to meaning. (L.A.A.2.4.2) (L.A.D.2.4.2) (L.A.E.2.4.1) (L.A.E.2.4.4) (L.A.E.2.4.5)</p> <p>C. Given a literary selection such as clearly identified verse form (e.g., Anglo-Saxon poetry, ballad, sonnet), or a prose passage with a clearly identified style typical of its genre or the time period in which it was written, the student will write an original piece by modeling or parodying the devices and organizational pattern of the original work. (L.A.D.2.4.1) (L.A.D.2.4.2) (L.A.E.1.4.1) (L.A.E.1.4.5) (L.A.E.2.4.3) (L.A.E.2.4.4) (L.A.E.2.4.5)</p> <p>A. In response to a prompt on a literary topic in a timed writing situation, the student will produce a multi-paragraph essay that</p> <p>a. develops a thesis with an appropriate organizational pattern;</p> <p>b. supports the thesis with appropriate quotations and references to the text;</p> <p>c. shows an awareness of how literary devices and/or literary elements contribute to meaning; (L.A.D.2.4.2) (L.A.E.2.4.5)</p> <p>d. exhibits the conventions of standard written English. (L.A.B.1.4.2) (L.A.B.2.4.2)</p>

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	<p>4. Uses a variety of rhetorical structures appropriate to audience and/or purpose: transactive (report, letter); expressive (diary, journal); imaginative (story, poem); narrative (personal, experience); expository (essay, biographical incident); and persuasive (editorial) (L.A.B.2.4.2) (L.A.B.2.4.3) (L.A.E.1.4.1) (L.A.E.2.4.4)</p> <p>5. Demonstrates competence in defending a thesis using a variety of organizational patterns to include: comparison and/or contrast, cause and effect, definition, classification, argumentation, order of importance, and/or spatial relationships (L.A.B.1.4.2)</p> <p>6. Composes responses to questions pertaining to literary elements and devices (L.A.E.2.4.7)</p> <p>7. Expresses in writing an understanding of the relationship between literature and personal experience (L.A.A.1.4.4) (L.A.D.2.4.1) (L.A.E.2.4.4) (L.A.E.2.4.5) (L.A.E.2.4.6)</p> <p>8. Writes a resume and essay suitable for employment or college application (L.A.B.2.4.1)</p> <p>9. Compiles information from a variety of sources, and organizes information into a fully documented investigative paper on a literary topic (L.A.A.1.4.4)</p> <p>10. Identifies and applies an appropriate set of criteria for evaluating the student's own writing and the writing of peers (L.A.A.2.4.4)</p> <p>11. Responds directly and efficiently to a prompt in a timed writing (L.A.A.2.4.4)</p> <p>12. 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>B. After keeping a 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) (L.A.B.1.4.3)</p> <p>b. a variety of modes of writing appropriate to audience and purpose to include transactive, expressive, imaginative, narrative, expository, and persuasive;</p> <p>c. at least four organizational patterns selected from among comparison and/or contrast, cause and effect, definition, classification, argumentation, order of importance, chronological order, and/or spatial relationships; throughout the year; (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>	<p>13. 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>1. Studies 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.1.4.3) (L.A.D.2.4.1) (L.A.E.2.4.8)</p> <p>2. Improves and expands vocabulary through reading and writing (L.A.A.1.4.3)</p> <p>3. Chooses words appropriate to the audience, the purpose, and the rhetorical structure (L.A.A.1.4.3)</p> <p>4. Demonstrates understanding of the evolution of the English language incorporating the 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)</p>	<p>A. The student will develop and maintain a personal vocabulary list/notebook that will include:</p> <ul style="list-style-type: none"> <li>a. the etymologies of words as they relate to other cultures and languages; (L.A.D.1.4.1) (L.A.D.1.4.3) (L.A.D.2.4.1)</li> <li>b. difficult words and their meanings;</li> <li>c. required vocabulary;</li> <li>d. analogies and analogous relationships. syntax. (L.A.A.1.4.3)</li> </ul>
<p>IV Listening/Speaking/ Viewing</p>	<p>1. Develops an awareness of, and sensitivity to, 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>2. Participates as a member of an audience in a manner appropriate to a speaker and type of presentation (L.A.C.1.4.1) (L.A.C.1.4.3)</p> <p>3. Conceives and develops ideas about a topic for the purpose of speaking to a group (L.A.C.3.4.5)</p> <p>4. Analyzes and evaluates media presentations or live performances by the characteristics appropriate to the medium (L.A.C.1.4.2) (L.A.C.2.4.1) (L.A.C.2.4.2) (L.A.D.2.4.3)</p>	<p>A. The student will choose a media presentation such as a film or television show, or attend a live performance such as a play, musical, or opera, and prepare and present an oral review which includes:</p> <ul style="list-style-type: none"> <li>a. a summary of the content of the presentation;</li> <li>b. an interpretation of the work adapting techniques used in literary analysis; (L.A.D.2.4.2)</li> <li>c. an evaluation which includes the student's personal response to how well the presentation or performance succeeds 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.2.4.2) (L.A.C.3.4.1 -5) (L.A.D.2.4.3) (L.A.D.2.4.4) (L.A.D.2.4.5)</li> </ul>

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<p>V Informational Reading/ Information Literacy/Study and Test-Taking</p>	<p>The following objectives support competencies A, B, C, and D.</p> <ol style="list-style-type: none"> <li>Uses effective reading strategies in a variety of informational contexts: <ul style="list-style-type: none"> <li>previews and identifies organizational patterns in a variety of selections (L.A.A.1.4.1) (L.A.A.2.4.8)</li> <li>determines 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) (L.A.A.2.4.8)</li> <li>evaluates the accuracy of information from a variety of selections based on an author's purpose and/or bias, audience, and sources, and recognizes this bias as different from the student's personal point of view or bias (L.A.A.2.4.2) (L.A.A.2.4.7) (L.A.A.2.4.8) (L.A.C.1.4.4) (L.A.D.1.4.2) (L.A.D.2.4.1) (L.A.D.2.4.5)</li> <li>recognizes how sexism, cultural bias, and the use of propaganda produce intended effects (L.A.A.2.4.5) (L.A.A.2.4.8) (L.A.D.1.4.2)</li> <li>recognizes and uses inductive and deductive reasoning and recognizes fallacies in reasoning (L.A.A.2.4.8)</li> <li>evaluates conflicting information to determine which is more valid (L.A.A.2.4.8)</li> <li>evaluates information presented in a variety of narrative and visual formats such as graphs, charts, tables, and maps (L.A.A.1.4.2) (L.A.2.4.8)</li> <li>uses appropriate available resources to complete forms and applications with an emphasis on college admissions and/or employment (L.A.A.2.4.4)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>After reading several conflicting newspaper and/or magazine articles on the same topic, the student will write an argumentation or 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.D.2.4.5) (L.A.E.2.4.5) (L.A.E.2.4.7)</li> <li>The student will participate in the college admissions and/or employment search process by continuing a personal file that 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)</li> <li>After selecting and limiting a literary topic, the student will write a research paper of ten pages or more based on information extracted and synthesized from a variety of primary and secondary sources which interprets or theorizes. The paper should reflect a consistent format as found in a generally accepted style manual and contain a minimum of five documented sources. (L.A.A.1.4.4) (L.A.A.2.4.6) (L.A.B.2.4.1) (L.A.B.2.4.2)</li> <li>The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher made-tests and optional national tests such as the SAT, ACT, and AP tests. (L.A.A.1.4.4) (L.A.B.2.4.1)</li> </ol>

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	<p>2. Uses appropriate skills and resources to access, analyze, and synthesize information:</p> <ul style="list-style-type: none"> <li>- uses print, non-print, and computer generated materials to limit a topic and gather information for an investigative paper (L.A.A.1.4.4) (L.A.B.2.4.4)</li> <li>- identifies and gathers reference sources for non-academic and personal use (L.A.A.2.4.6) (L.A.B.2.4.1)</li> <li>- understands the nature and ramifications of plagiarism (L.A.A.2.4.4) (L.A.A.2.4.7) (L.A.D.2.4.6)</li> </ul> <p>3. Practices appropriate study and test-taking strategies:</p> <ul style="list-style-type: none"> <li>- prepares for various types of examination questions and devises strategies for selecting questions, organizing, writing, and editing according to the type of examination (L.A.A.1.4.4)</li> <li>- uses appropriate methods of notetaking in order to recall, comprehend, analyze, summarize, and report main ideas from reading, lectures, and other academic experiences (L.A.A.1.4.4) (L.A.B.2.4.1) (L.A.B.2.4.2)</li> <li>- participates in periodic 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.2.4.4)</li> </ul>	