

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>I Literature</p>	<ol style="list-style-type: none"> 1. Reads, views, listens to, and discusses a variety of multicultural materials. (L.A.A.2.3.3)(L.A.A.2.3.4)(L.A.C.1.3.1)(L.A.C.1.3.2)(L.A.C.1.3.4)(L.A.C.3.3.2)(L.A.C.3.3.3)(L.A.D.1.3.2)(L.A.E.2.3.2)(L.A.E.2.3.3)(L.A.E.2.3.4)(L.A.E.2.3.6)(L.A.E.2.3.7)(L.A.E.2.3.8) 2. Reads a variety of materials at grade level, using appropriate strategies (e.g., rereading, paired reading, and other cooperative reading activities). (L.A.A.1.3.1)(L.A.A.1.3.2)(L.A.A.1.3.4)(L.A.A.2.3.4) 3. Reads independently and as part of a class study a variety of materials reflecting various genres and cultural perspectives. (L.A.A.2.3.4)(L.A.D.1.3.2)(L.A.E.2.3.4) 4. Understands the function of story elements (e.g., plot, setting, characterization, and theme). (L.A.A.2.3.2)(L.A.E.1.3.2)(L.A.E.1.3.5)(L.A.E.2.3.1) 5. Reads, identifies, and understands key vocabulary words, context clues, and concepts. (L.A.A.1.3.2)(L.A.D.1.3.1) 6. Applies reading strategies and critical thinking skills within and across selections: <ol style="list-style-type: none"> a. pre-reading: <ul style="list-style-type: none"> - sets purpose for reading - activates prior knowledge and makes predictions - previews and scans text (L.A.A.1.3.1) 	<p>A. The student will read a nonfiction selection and demonstrate reading comprehension by:</p> <ol style="list-style-type: none"> a. selecting an appropriate graphic organizer (e.g., Venn Diagram, chart, table, or map); (L.A.B.2.3.2)(L.A.D.2.3.5) b. completing the graphic organizer with appropriate information from the reading passage; (L.A.A.2.3.1)(L.A.B.2.3.1)(L.A.B.2.3.2) c. explaining the selected organizer in terms of the passage, either orally or in writing. (L.A.A.2.3.1)(L.A.B.2.3.1) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: (1) independently select and use a graphic organizer which contains information from the reading selection which is accurate and clearly developed; and (2) use the organizer to effectively explain the passage in an oral or written form.</p> <p>Intermediate: (1) in cooperative groups, select and complete a graphic organizer to demonstrate satisfactory reading comprehension; and (2) present the information from the graphic organizer to the class in an oral or written form.</p> <p>Novice: (1) highlight important details in a nonfiction selection; (2) apply the information to a graphic organizer; and (3) present it to the class in cooperative groups.</p>

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	<p>b. active reading:</p> <ul style="list-style-type: none"> - monitors own reading by correcting miscues (pronunciation/reading errors), rereading, skimming, self-questioning, creating visual images, highlighting, responding in writing, summarizing, and using text features (bold-face print, marginal notes) - distinguishes between fact and opinion - perceives relationships (e.g., cause/effect, comparison/contrast, problem/solution, and analogies) - recognizes propaganda - clarifies information - generates questions (L.A.A.1.3.2)(L.A.A.2.3.1)(L.A.A.2.3.2)(L.A.A.2.3.3) (L.A.A.2.3.8)(L.A.D.2.3.3)(L.A.E.2.3.1) <p>c. post-reading:</p> <ul style="list-style-type: none"> - identifies stated and implied main ideas with supporting details - orders events or steps in sequential or chronological order - relates reading to personal experiences and prior knowledge - draws conclusions and makes generalizations - makes judgments using details and examples from text - uses evidence from a selection to support opinions. (L.A.A.2.3.7)(L.A.A.2.3.8)(L.A.B.2.3.2)(L.A.C.3.3.2) (L.A.D.2.3.6)(L.A.E.1.3.1)(L.A.E.1.3.5)(L.A.E.2.3.2) (L.A.E.2.3.3)(L.A.E.2.3.5)(L.A.E.2.3.8) 	<p>B. After reading selections from two different genres, selected from fiction and nonfiction (e.g., fables, folktales, legends, biographies, autobiographies), the student will create a graphic or write a multi-paragraph response which:</p> <ul style="list-style-type: none"> a. identifies the two genres and the characteristics of each; and (L.A.B.1.3.2)(L.A.C.1.3.2)(L.A.D.2.3.5) b. cites other pieces of literature, read in class or independently, which are examples of each genre. (L.A.A.2.3.1)(L.A.C.1.3.2) 	<p>After successfully completing this course, the student should be able to:</p> <p><i>Advanced:</i> write a multi-paragraph essay which: (1) discusses in detail the characteristics of two genres; (2) cites other literary pieces as examples of each; (3) contains a focused and well-developed topic; and (4) provides logical organization and relevant details. There may be occasional mistakes in mechanics.</p> <p><i>Intermediate:</i> write a multi-paragraph essay which: (1) discusses the characteristics of two genres; (2) cites other literary pieces as examples of each; and (3) provides logical organization, a well-developed topic, and relevant details. There may be some mistakes in mechanics.</p> <p><i>Novice:</i> (1) use a graphic organizer to list the characteristics of two genres; and (2) give examples of each by citing other literary selections.</p>

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	<p>7. Studies authors and works and engages in the analysis of a single author or a thematic unit. (L.A.A.2.3.4)(L.A.E.1.3.5)(L.A.E.2.3.5)</p> <p>8. Reads and shares teacher-suggested or self-selected books for a sustained period on a regular basis each week. (L.A.A.2.3.4)(L.A.E.2.3.7)</p> <p>9. Reads and identifies literary forms (e.g., short stories, novels, essays, poetry, and drama) with emphasis on biographies and autobiographies and the oral tradition (myths, folktales, legends). (L.A.E.1.3.2)(L.A.E.1.3.4)</p> <p>10. Recognizes elements of the author’s craft (e.g., foreshadowing, flashback, irony, metaphor, and simile). (L.A.E.1.3.3)</p> <p>11. Responds to and interprets materials read in a variety of settings and formats (e.g., class and small group discussion, writing, art, music, drama, and multimedia presentations). (L.A.B.2.3.1)(L.A.C.1.3.4)(L.A.C.3.3.2)(L.A.C.3.3.3)(L.A.D.2.3.4)(L.A.D.2.3.5)(L.A.E.2.3.2)(L.A.E.2.3.3)</p> <p>12. Examines how literary selections relate to personal/ universal themes. (L.A.A.2.3.4)(L.A.E.1.3.1)(L.A.E.1.3.5)(L.A.E.2.3.2)(L.A.E.2.3.5)(L.A.E.2.3.6)(L.A.E.2.3.8)</p>	<p>C. After reading a piece of fiction, the student will demonstrate an understanding of fictional elements and author’s craft by writing a multi-paragraph essay which:</p> <p>a. identifies theme; and (L.A.E.1.3.1)(L.A.E.1.3.5)</p> <p>b. shows how literary devices (foreshadowing, flashback, irony, and metaphor) support the theme and contribute to the meaning of the work. (L.A.B.1.3.2)(L.A.E.1.3.2)(L.A.E.1.3.3)</p>	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: write a three- to five-paragraph essay which: (1) discusses the theme of a particular piece as created through the author’s use of literary devices; (2) contains a focused topic, identifiable main idea, logical order, and relevant details; and (3) shows evidence of figurative language, complex sentence structure, and vivid word choice. There may occasional mistakes in mechanics.</p> <p>Intermediate: write a three- to five-paragraph essay which: (1) discusses the theme of a particular piece; and (2) contains organization, descriptive language, and varied sentence structure. There may be some mistakes in mechanics.</p> <p>Novice: (1) create an illustration with a list of character traits; (2) produce a graphic organizer that identifies a character’s physical appearance, thoughts, and actions/reactions; and (3) write one paragraph summarizing 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>13. Demonstrates an understanding of the connection between reading and writing, through such writing as reader response and self-generated questions (literal and inferential). (L.A.C.3.3.2)</p> <p>14. Relates reading and literature to concepts, themes, and events in interdisciplinary/integrated instruction. (L.A.D.1.3.2)(L.A.E.1.3.5)(L.A.E.2.3.5)</p>		

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<p>II Composition</p>	<ol style="list-style-type: none"> 1. Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to be reflected upon or shared. (L.A.B.1.3.1)(L.A.B.1.3.2)(L.A.B.2.3.1)(L.A.B.2.3.3) 2. Uses aspects of the writing process: <ul style="list-style-type: none"> - prewriting (e.g., brainstorming, reading, and mapping) to collect information and develop a plan of organization - drafting - revising (by author and through teacher/peer conferencing) - editing (by author and through teacher/peer conferencing) - publishing. (L.A.B.1.3.1)(L.A.B.1.3.2)(L.A.B.1.3.3)(L.A.B.2.3.2) (L.A.D.1.3.1)(L.A.D.1.3.3) 3. Drafts and revises self-generated pieces of writing which: <ul style="list-style-type: none"> - identify audience and purpose - develop controlling ideas and transitions supported by relevant details - reflect logical development - contain an effective introduction and conclusion - contain a variety of sentence lengths and patterns - are appropriate to audience, purpose, subject, and point of view - use literary devices and figurative language. (L.A.B.1.3.2)(L.A.B.1.3.3)(L.A.D.1.3.1)(L.A.D.2.3.2) 4. Edits pieces of self- and peer-generated writing to follow conventions of standard English: <ul style="list-style-type: none"> - correct mechanics - correct usage - final draft for publication. (L.A.B.1.3.2)(L.A.B.1.3.3)(L.A.D.1.3.1)(L.A.D.1.3.3) 	<p>A. In response to a prompt, the student will produce a multi-paragraph essay which includes an introduction, a topic sentence, supporting details, effective transitions, and a conclusion. The essay should:</p> <ol style="list-style-type: none"> a. focus on the topic; (L.A.B.1.3.2) b. provide a defensible thesis; (L.A.B.1.3.2) c. follow an organizational pattern; (L.A.B.1.3.1)(L.A.B.1.3.2) d. be coherent; (L.A.B.1.3.2) e. develop ideas that are fully supported through the use of details; (L.A.B.1.3.2) f. use vivid and figurative language; (L.A.B.1.3.3)(L.A.D.2.3.2) g. vary the construction and length of sentences; (L.A.B.1.3.3) h. demonstrate conventions of standard English. (L.A.B.1.3.2)(L.A.B.1.3.3)(L.A.D.1.3.3) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: follow pre-writing steps to write a three- to five-paragraph essay, which: (1) contains a well-developed introduction with a clearly stated and defensible thesis; (2) provides logical organization, relevant details, transitional devices, and an effective conclusion; (3) uses vivid word choice, figurative language, and a writing style suitable for audience and purpose; and (4) develops sentences complex in structure and varied in length. There may be occasional mistakes in mechanics.</p> <p>Intermediate: follow pre-writing steps to write a three- to five-paragraph essay which: (1) contains an introduction with a clear thesis statement; (2) provides relevant supporting details, transitional devices, and a conclusion; and (3) demonstrates logical organization with simple sentence variety and use of figurative language. There may be some mistakes in mechanics.</p> <p>Novice: follow pre-writing steps (e.g., brainstorming/clustering) to complete a planning sheet which contains: (1) a thesis statement; (2) supporting details with examples; and (3) a concluding statement. There may be simple sentence structure, limited use of examples, and mistakes in mechanics.</p>

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	<p>5. Writes for the purpose of supplying necessary information on a variety of common forms. (L.A.B.2.3.3)</p> <p>6. Writes formally and informally in a variety of modes to include narrative (personal experience/reflection), expository (essay, biographical event, character analysis), persuasive (advertisements, letters), and imaginative (story, poem). (L.A.B.2.3.3)(L.A.D.2.3.3)(L.A.E.1.3.4)</p> <p>7. Produces a piece of writing that conveys a message related to a prompt or an essay question. (L.A.B.2.3.3)</p> <p>8. Uses technology as appropriate in the writing process. (L.A.B.2.3.4)</p> <p>9. 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.B.1.3.2)(L.A.B.1.3.3)(L.A.B.2.3.3)</p>	<p>B. The student will prepare and submit a presentation portfolio which will include:</p> <p>a. products that reflect the writing process and evaluation; (L.A.B.1.3.2)(L.A.B.1.3.3)</p> <p>b. a variety of written products that reflect the different modes of writing; (L.A.B.2.3.3)</p> <p>c. a written explanation for each choice.</p>	<p>After successfully completing this course, the student should be able to submit a presentation portfolio which includes:</p> <p>Advanced: samples that: (1) reflect the writing process; (2) represent each of the four modes of writing; and (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 (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 (3) include a reflective sentence explaining the student’s choice.</p>

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<p>III Language/Word Study</p>	<ol style="list-style-type: none"> 1. Expands grade-appropriate vocabulary daily using a variety of diverse materials for reading, writing, speaking, and listening activities. (L.A.A.1.3.3)(L.A.C.3.3.3) 2. Acquires and strengthens a personal, active vocabulary in speaking and writing in an interdisciplinary/integrated context. (L.A.C.3.3.3)(L.A.D.2.3.1) 3. Examines and uses context of sentence, paragraph, or passage to understand unfamiliar words and to determine appropriate meanings for words with multiple meanings. (L.A.A.1.3.2)(L.A.D.1.3.1) 4. Identifies and uses analogies. (L.A.D.2.3.2) 5. Uses structural analysis to construct meaning (e.g., prefixes, suffixes, root words, possessives, plurals, verb tenses, and etymologies). (L.A.A.1.3.2)(L.A.D.1.3.1) 6. Uses synonyms, antonyms, and homonyms. 7. Uses parts of speech appropriately in spoken and written language. (L.A.B.1.3.3)(L.A.C.3.3.3)(L.A.D.1.3.1) 8. Identifies differences in regional vocabularies and dialects. (L.A.D.1.3.2)(L.A.D.1.3.3)(L.A.D.1.3.4) 	<p>A. The student will develop and maintain a vocabulary notebook which contains difficult words and their meanings, analogies, and analogous relationships. (L.A.A.1.3.3)</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 and phrases/ idiomatic expressions from individual or class readings; (2) context clues leading to the definitions; (3) word banks identifying the relationships in analogies and lists of synonyms, antonyms, and/or homonyms; and (4) select words appropriately used in thematic sentences and stories.</p> <p>Intermediate: (1) difficult words and phrases/ idiomatic expressions from individual or class readings; (2) context clues leading to the definitions; (3) word banks identifying synonyms, antonyms, and/or homonyms; (4) lists classifying the words into categories; and (5) sentences applying the appropriate word meanings.</p> <p>Novice: (1) predictions of word meanings from context clues; (2) word banks identifying synonyms, antonyms, and/or homonyms; (3) lists classifying the words into categories; and (4) definitions/illustrations that reveal the appropriate meanings.</p>

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	<p>9. Recognizes sexism and physical and cultural bias in oral/written language and visuals. (L.A.A.2.3.3)(L.A.C.1.3.3)(L.A.C.2.3.1)(L.A.D.2.3.3)(L.A.D.2.3.6)</p>	<p>B. The student will rewrite a piece written in response to a prompt at the beginning of the year and demonstrate acquisition of expanded vocabulary. (L.A.B.1.3.2)(L.A.B.2.3.3)</p>	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: (1) write an analysis/critique of a written piece; and (2) revise the piece employing precise verbs, vivid word choice, and elaborate examples of figurative language.</p> <p>Intermediate: (1) critique the written piece using marginal notes/highlighting; and (2) revise the piece employing precise verbs, vivid word choice, and figurative language.</p> <p>Novice: (1) critique the written piece using marginal notes/highlighting; and (2) create word banks from highlighted terms and revise the piece.</p>

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<p>IV Listening/Speaking /Viewing</p>	<ol style="list-style-type: none"> 1. Develops an awareness of the various dialects, accents, and speech patterns indigenous to regional/multi-cultural communities. (L.A.C.1.3.3)(L.A.D.1.3.2)(L.A.D.1.3.4) 2. Recognizes a speaker’s purpose and/or bias demonstrated in propaganda (e.g., advertisements and speeches). (L.A.A.2.3.3)(L.A.C.1.3.3)(L.A.C.2.3.1)(L.A.D.2.3.3)(L.A.D.2.3.6) 3. Formulates questions which clarify meaning and participates in class discussions that include higher level thinking (e.g., analysis, synthesis, and evaluation). (L.A.C.1.3.4)(L.A.C.3.3.2) 4. Gives or follows a set of oral or visual directions. (LAB.2.3.2)(L.A.C.1.3.1) 5. Identifies and uses verbal and nonverbal cues that affect meaning (e.g., inflection, tone of voice, and body language). (L.A.C.1.3.3)(L.A.C.3.3.1) 6. Uses selections from the oral tradition to give oral presentations (e.g., reports, story telling, news broadcasts, dramatizations, interviews, poetry readings, and/or memorized poems or passages). (L.A.C.3.3.3) 	<p>A. The student, individually or as part of a group, will develop and deliver an oral report or presentation which:</p> <ol style="list-style-type: none"> a. retells a fable, folktale, or legend; (L.A.C.1.3.4) b. uses language and verbal and nonverbal delivery techniques suitable for audience and purpose; (L.A.C.2.3.2)(L.A.C.3.3.1) c. takes the form (e.g., a report, story telling, news broadcasts, dramatization, interview, poetry reading, and/or memorized poem or passage); (L.A.C.3.3.3) d. is evaluated by self and peers using appropriate criteria. (L.A.C.3.3.1) 	<p>Advanced: (1) choose and retell the selection using a creative format; (2) accurately convey the message/meaning of the piece; (3) use effective verbal and nonverbal delivery techniques suitable for audience and purpose; and (4) evaluate self and peers using a checklist of appropriate criteria.</p> <p>Intermediate: (1) choose and retell the selection using a creative format; (2) convey the message/meaning of the piece; (3) use verbal and nonverbal delivery techniques suitable for audience and purpose; and (4) evaluate self and peers using a checklist of appropriate criteria.</p> <p>Novice: (1) choose a fable, folktale, or legend; (2) use a graphic organizer to summarize the piece; (3) retell the selection using a creative format; (4) incorporate verbal and nonverbal delivery techniques; and (5) evaluate self and peers using a checklist of appropriate criteria.</p>

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	<p>7. Develops criteria for the evaluation of oral presentations by self and peers. This criteria should include:</p> <ul style="list-style-type: none"> a. standard conventions in English b. body language c. rhythm, stress, and tone d. articulation e. pronunciation f. timing g. engagement of audience h. conveyance of meaning. <p>(L.A.C.1.3.3)(L.A.C.2.3.1)(L.A.C.2.3.2)(L.A.C.3.3.1) (L.A.C.3.3.3)</p> <p>8. Listens selectively for major points of emphasis by identifying facts, details, sequence, and other literal content. (L.A.A.2.3.1)(L.A.C.1.3.1)(L.A.C.1.3.2)(L.A.C.2.3.1)</p> <p>9. Gains an understanding and appreciation of self and others through listening to, discussing, and viewing multi-cultural materials (e.g., read-alouds, videos, audios, and films). (L.A.C.1.3.1)(L.A.C.1.3.2)(L.A.C.1.3.3)(L.A.C.1.3.4)(L.A.C.2.3.1) (L.A.C.3.3.2)(L.A.C.3.3.3)(L.A.D.2.3.4)(L.A.E.2.3.4)</p> <p>10. Reads aloud from a variety of sources.</p> <p>11. Memorizes and recites an excerpt from a reading selection.</p> <p>12. Summarizes and retells a literary/multi-media selection using appropriate structure. (L.A.C.1.3.4)</p> <p>13. Writes accurate notes from dictations and oral presentations.</p>		

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<p>V Information Literacy/Study and Test-Taking Skills</p>	<ol style="list-style-type: none"> 1. Uses a variety of resources/reference materials appropriately in order to access and process information on a given topic for research and/or to produce a product. (L.A.A.2.3.5)(L.A.A.2.3.6)(L.A.B.2.3.4)(L.A.B.2.3.1) 2. Obtains information from and interprets graphics (e.g., charts, tables, diagrams, graphs, maps, labels, sign, and schedules). (L.A.A.2.3.1)(L.A.A.2.3.5)(L.A.A.2.3.6)(L.A.A.2.3.7)(L.A.B.2.3.2) 3. Develops/applies organizational skills and constructs a framework for organizing information. (L.A.A.1.3.4)(L.A.A.2.3.1)(L.A.A.2.3.5)(L.A.A.2.3.7)(L.A.B.2.3.2) 4. Combines, paraphrases, and summarizes information from different sources. (L.A.A.1.3.4)(L.A.A.2.3.1)(L.A.A.2.3.5)(L.A.A.2.3.7)(L.A.B.2.3.1) 5. Acknowledges the importance of giving credit to authors when using their work in writing and understands the nature and ramifications of plagiarism. (L.A.D.2.3.7) 6. Uses multimedia/technology to research, organize, and present information. (L.A.A.2.3.6)(L.A.B.2.3.1)(L.A.B.2.3.4)(L.A.D.2.3.4)(L.A.D.2.3.5) 7. Varies reading rate according to the complexity of material and purpose for reading. 8. Uses parts of a book (e.g., table of contents, chapter division, margin notes, glossary, and index). (L.A.A.2.3.6) 	<p>A. Given a particular subject to investigate, the student will:</p> <ol style="list-style-type: none"> a. use a minimum of three appropriate resource/reference materials; (L.A.A.2.3.5)(L.A.A.2.3.6)(L.A.A.2.3.8) b. develop an organizational framework; and (L.A.A.1.3.4)(L.A.A.2.3.1)(L.A.A.2.3.5)(L.A.A.2.3.7)(L.A.B.2.3.2) c. generate a project or a written product which draws from and gives credit to sources. (L.A.A.2.3.6)(L.A.A.2.3.7) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: write an investigative paper which: (1) reflect evidence of appropriate research skills by documenting a minimum of three resource/reference materials; (2) demonstrate logical organization and coherence; (3) provide effective transitional words/phrases; and (4) adhere to the conventions of standard written English.</p> <p>Intermediate: (1) use appropriate research skills to document a minimum of three resource/reference materials; (2) select, organize, and summarize the researched material to create an outline; and (3) write an organized investigative paper which uses transitional words/phrases and adheres to the conventions of standard written English.</p> <p>Novice: (1) use appropriate research skills/ notes to document a minimum of three resource/reference materials; (2) select, organize, and summarize the researched material; and (3) create a sentence outline that identifies a topic, major points, and subpoints.</p>

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	<p>9. Practices a variety of study skill techniques (e.g., note taking, reading strategies, and organizing information). (L.A.A.1.3.4)(L.A.A.2.3.1)(L.A.B.2.3.1)(L.A.B.2.3.2)(L.A.C.1.3.4)(L.A.C.3.3.3)</p> <p>10. Uses home study strategies (e.g., establishing a time management plan and an effective study environment).</p> <p>11. Uses a variety of effective test-taking strategies (e.g. practicing for a formal assessment situation using an answer/scanton sheet, participating in timed reading and writing activities to include accurate and complete responses to an essay prompt). (L.A.B.1.3.1)(L.A.B.1.3.2)</p>	<p>B. The student will demonstrate appropriate reading, study, and test-taking skills throughout the year on a variety of teacher-made and district-required tests.</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>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
VI Culture	<ol style="list-style-type: none"> 1. Identifies and understands school policies, rules, and regulations. 2. Identifies important people, places, and landmarks found in the community. 3. Identifies holidays, celebrations, customs and traditions, patriotic/folkloric characters and/or symbols in the United States and the student's native country/culture. 4. Demonstrates an awareness of the diverse views of others. 	<p>A. The student will choose a class-appropriate contemporary song and interpret, analyze, and explain the lyrics in his/her own words. (L.A.A.2.3.5)</p>	<p>After selecting an appropriate contemporary song, the student should be able to :</p> <p>Advanced: (1) highlight key terms/phrases that reveal meaning; (2) use effective note-taking skills to interpret, analyze, and paraphrase the lyrics; and (3) write a detailed explanation which accurately conveys the message/meaning of the song.</p> <p>Intermediate: (1) highlight key terms/phrases that reveal meaning; (2) use note-taking skills to interpret, analyze, and paraphrase the lyrics; and (3) write an explanation which accurately conveys the message/meaning of the song.</p> <p>Novice: (1) highlight key terms/phrases that reveal meaning; (2) use note-taking skills/graphic organizers to paraphrase the lyrics; and (3) illustrate the message/meaning of the song.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
		<p>B. The student will write and present an individual or group project that compares/contrasts the traditions and customs of the United States to those of his/her native country. (L.A.A.2.3.5)</p>	<p>After successfully completing this course, the student(s) should be able to produce a creative representation which:</p> <p>Advanced: (1) identifies aspects of each culture; and (2) compares/contrasts the respective traditions and customs through the use of media/realia.</p> <p>Intermediate: (1) identifies aspects of each culture; and (2) compares/contrasts the respective traditions and customs through the use of media/realia.</p> <p>Novice: (1) identifies the aspects of each culture; and (2) uses a graphic organizer to compare/contrast the respective traditions and customs through the use of media/realia.</p>