

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 fluently a variety of materials 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 a variety of materials, independently and/or as part of a class study, that reflect various genres and cultural perspectives. (L.A.A.2.3.4)(L.A.D.1.3.2)(L.A.E.2.3.4) 4. Identifies, discusses, responds to, and/or analyzes literary elements (e.g., plot, characterization, setting, theme, tone, and point of view). (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. 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 short story or novel and write a multi-paragraph essay which analyzes one of the following:</p> <ol style="list-style-type: none"> a. character motivation and actions; (L.A.A.2.3.2)(L.A.E.2.3.1) b. elements of the author’s craft and how they contribute to an understanding of characters; (L.A.E.1.3.2)(L.A.E.1.3.3) c. the author’s point of view or perspective toward the character(s). (L.A.A.2.3.8) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: write a three- to five-paragraph essay which: (1) contains a well-developed topic, relevant and rich supporting details, complex sentence structure, logical organization; and (2) uses literary terms and vivid word choice to demonstrate an understanding of character development in a short story or novel. There may be occasional mistakes in mechanics.</p> <p>Intermediate: write a three- to five-paragraph essay which: (1) defines a topic and presents it in an understandable and focused manner; and (2) contains organization, descriptive language, varied sentence structure. There may be some mistakes in mechanics.</p> <p>Novice: (1) complete a graphic organizer that focuses on character development; and (2) 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>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>6. Identifies and analyzes author’s purpose and perspective (personal point of view or bias). (L.A.A.1.3.2)(L.A.A.2.3.2)(L.A.A.2.3.3)(L.A.A.2.3.8)(L.A.D.2.3.3)</p>	<p>B. The student will read a nonfiction selection and demonstrate reading comprehension by:</p> <ul style="list-style-type: none"> a. selecting an appropriate graphic organizer (e.g., Venn Diagram, chart, table, or map); (L.A.A.2.3.7) b. completing the graphic organizer with appropriate information from the reading passage; (L.A.A.2.3.1)(L.A.B.2.3.2) c. explaining the selected organizer in terms of the passage in an oral or written form. (L.A.B.2.3.1)(L.A.D.2.3.5) 	<p>After successfully completing this course, the student should be able to:</p> <p><i>Advanced:</i> (1) independently select and use a graphic organizer that 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><i>Intermediate:</i> (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><i>Novice:</i> (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>7. 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>8. Reads and identifies literary forms (e.g., poetry, drama, fables, folk tales, legends, myths, essays, and biography/autobiography), with emphasis on the short story and the novel. (L.A.E.1.3.2)(L.A.E.1.3.4)</p> <p>9. Identifies, interprets, and discusses elements of the author’s craft (e.g., foreshadowing, flashback, irony, symbolism, metaphor, simile, personification, and rhetorical devices). (L.A.E.1.3.3)</p> <p>10. Examines how fictional and nonfictional 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>11. Responds to and interprets literature 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.2.3.3) (L.A.D.2.3.5)(L.A.E.2.3.2)(L.A.E.2.3.3)</p> <p>12. 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> <p>13. Reads a nonfiction selection and chooses/completes an appropriate graphic organizer. (L.A.A.1.3.1)(L.A.A.1.3.2)(L.A.A.2.3.7)</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 plan 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 (report, essay, biographical event, literary and character analysis), persuasive (letters, editorial), 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 a word with multiple meanings. (L.A.A.1.3.2) 4. Understands 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. Given a prose passage from a literary selection, the student will demonstrate comprehension of the passage by paraphrasing the selection to reflect the same meaning and tone. (L.A.B.2.3.3)</p>	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: (1) underline/highlight key terms containing multiple meanings; (2) generate word bank of synonyms to determine denotative/connotative interpretations from context clues; and (3) paraphrase the selection to reflect the same meaning and tone.</p> <p>Intermediate: (1) underline/highlight key terms containing multiple meanings; (2) generate word bank of synonyms to determine denotative/connotative interpretations from context clues; (3) extract sentences containing key terms; and (4) extract sentences containing key terms and rewrite using synonyms to reflect the same meaning and tone.</p> <p>Novice: (1) underline/highlight key terms containing multiple meanings; (2) predict word interpretations using context clues; (3) create a list of synonyms of the highlighted terms; and (4) extract sentences containing key terms and illustrate them to reflect the same meaning and tone.</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. (L.A.B.2.3.2)(L.A.C.1.3.1) 5. Identifies 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. Prepares, gives, and evaluates oral presentations (e.g., poetry, readings, monologues, choral readings, dramatizations, and reports), with emphasis on informing. (L.A.C.2.3.2)(L.A.C.3.3.1)(L.A.C.3.3.2)(L.A.C.3.3.3)(L.A.D.2.3.4) 7. Develops criteria for the evaluation of oral presentations by self and peers. This criteria should include: <ol 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. (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>A. The student, individually or as part of a group, will develop and deliver an informative speech which:</p> <ol style="list-style-type: none"> a. uses language and delivery techniques suitable for audience and purpose; (L.A.B.2.3.2)(L.A.C.2.3.2)(L.A.C.3.3.1)(L.A.C.3.3.3) b. is evaluated using class-developed criteria. 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: develop and deliver an informative speech which contains: (1) a well-developed introduction, key details with relevant examples, and an effective conclusion; (2) terminology appropriate to the selected topic; (3) effective verbal and nonverbal delivery techniques suitable for audience and purpose; and (4) a class-developed checklist of appropriate criteria for evaluation.</p> <p>Intermediate: develop and deliver an informative speech which contains: (1) an introduction, key supporting details with examples, and a conclusion; (2) terminology appropriate to the selected topic; (3) verbal and nonverbal delivery techniques suitable for audience and purpose; and (4) a class-developed checklist of appropriate criteria for evaluation.</p> <p>Novice: (1) use note-taking skills to gather and arrange information on a selected topic; (2) create a sentence outline that includes an introduction, supporting details, and a conclusion; (3) use the outline to deliver a simple informative speech; (4) employ verbal and nonverbal delivery techniques; and (5) evaluate the speech using a class-developed checklist of appropriate criteria.</p>

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	<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. Applies appropriate listening/speaking/viewing skills in a variety of settings to complete a task. (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.D.1.3.2)(L.A.D.2.3.4)</p> <p>10. Gains an understanding and appreciation of self and others through listening to, discussing, and viewing multicultural 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.D.2.3.4)(L.A.E.2.3.4)</p> <p>11. Reads aloud from a variety of sources.</p> <p>12. Memorizes and recites an excerpt from a reading selection.</p> <p>13. Summarizes and retells a literary/multi-media selection using appropriate structure. (L.A.C.1.3.4)</p> <p>14. 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 resource/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.2.3.1)(L.A.B.2.3.4) 2. Interprets and analyzes graphics (e.g., charts, tables, diagrams, graphs, labels, signs, 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. Determines the stated or implied main idea, sequence of events, and/or facts and opinions in a reading selection. (L.A.A.2.3.1) 4. Constructs and uses a framework for organizing, categorizing, and processing 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) 5. Paraphrases, summarizes, or synthesizes content from a variety of 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) 6. Acknowledges sources of references and understands the nature and ramifications of plagiarism. (L.A.D.2.3.7) 7. 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) 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 four 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) reflects evidence of appropriate research skills by documenting a minimum of four resource/reference materials; (2) demonstrates logical organization and coherence; (3) provides effective transitional words/phrases; and (4) adheres to the conventions of standard written English.</p> <p>Intermediate: (1) use appropriate research skills to document a minimum of four 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 four 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/scant on 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
		<p>C. The student will research information from a variety of sources to locate community agencies and present the information orally or in writing. (L.A.A.2.3.5)(L.A.A.2.3.6)(L.A.B.1.3.1) (L.A.C.3.3.3)</p>	<p>Throughout the duration of this course, the student should be able to research a variety of social issues and services by:</p> <p>Advanced: (1) locating community agencies through student services personnel, local contacts, multimedia resources, and/or reference materials; (2) researching the agencies' objectives and target population; (3) citing a minimum of three services provided; and (4) effectively presenting the information orally and in writing.</p> <p>Intermediate: (1) locating community agencies through student services personnel, local contacts, multimedia resources, and/or reference materials; (2) researching the agencies' objectives and target population; (3) citing a minimum of two services provided; and (4) presenting the information orally or in writing.</p> <p>Novice: (1) locating community agencies through student services personnel, local contacts, multimedia resources, and/or reference materials; (2) researching the agencies' objectives and target population; (3) citing a minimum of two services provided; and (4) presenting the information through graphic representations/illustrations.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
VI Culture	<ol style="list-style-type: none"> 1. Identifies and uses American idiomatic expressions. 2. Identifies, discusses, compares/contrasts customs and traditions of the student's native culture (e.g., major holidays and celebrations, family structure, foods, and music). 3. Identifies, discusses, compares/contrasts 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 present a traditional story from his/her culture and explain the meaning. (L.A.A.2.3.5)(L.A.E.1.3.1)(L.A.E.2.3.2)</p>	<p>After selecting a traditional story from his/her culture, the student should be able to :</p> <p>Advanced: (1) write a detailed explanation which conveys the message/meaning of the story; and (2) effectively present/retell the story through a creative medium.</p> <p>Intermediate: (1) write an explanation which conveys the message/meaning of the story; and (2) present/retell the story through a creative medium.</p> <p>Novice: (1) illustrate the message/meaning of the story; and (2) present/retell the story through a creative medium.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
		<p>B. The student will write an original poem or skit that represents the student's experiences in the new culture. (L.A.A.2.3.5)(L.A.E.1.3.4)</p>	<p>After successfully completing this course, the student should be able to create an original poem or skit which contains:</p> <p><i>Advanced:</i> (1) elaborate use of figurative language; (2) vivid word choice that conveys mood; and (3) concrete images reflecting the student's personal experiences.</p> <p><i>Intermediate:</i> (1) use of figurative language; (2) word choice that conveys mood; and (3) images reflecting the student's personal experiences.</p> <p><i>Novice:</i> (1) imagery reflecting the student's personal experiences; and (2) an illustration of the ideas expressed by the poem.</p>