

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, independently and/or as part of a class study, that reflect various genres and include numerous reading activities. (L.A.A.2.3.4)(L.A.E.2.3.4)(L.A.E.2.3.7) 3. Analyzes how literature is influenced by and reflects culture, including an appreciation of a variety of cultural vocabularies and dialects. (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, tone, point of view, 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. Identifies, interprets, and discusses elements of the author's craft (e.g., foreshadowing, flashback, irony, symbolism, personification, figurative language, and rhetorical devices). (L.A.E.1.3.3)(L.A.E.1.3.4) 6. Understands relationships (e.g., analogies, comparison/contrast, cause/effect, problem/solution, and order of importance). (L.A.A.1.3.2)(L.A.A.1.3.3)(L.A.A.2.3.8) 7. Examines how fictional and nonfictional literary selections relate to personal/universal themes. (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>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.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 in 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>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>8. 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>9. Compares/contrasts literary works and their authors. (L.A.E.1.3.1)</p> <p>10. Applies reading strategies and critical thinking skills within and across selections: a. pre-reading: - sets purpose for reading - activates prior knowledge and makes predictions - previews and scans text (L.A.A.1.3.1)</p> <p>b. active reading: - 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 - identifies and evaluates inferences (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>	<p>B. After studying myths, folktales, legends, and drama, the student will choose two selections from the same genre with a similar theme and write a multi-paragraph essay which compares/contrasts the use of one of the following: a. literary elements; (L.A.E.1.3.3) b. elements of the author's craft and how they shape the theme in each work. (L.A.A.2.3.1)(L.A.A.2.3.2)(L.A.E.1.3.1)(L.A.E.1.3.3)(L.A.E.2.3.1)</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) is focused and well organized; (2) provides relevant details, and effectively compares/contrasts the use of literary elements or author's craft; and (3) contains 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) identifies, compares/contrasts literary elements or author's craft; and (3) contains organization, descriptive language, and relevant details. There may be varied sentence structure and some mistakes in mechanics.</p> <p><i>Novice:</i> (1) use a graphic organizer to identify literary elements or author's craft in two selections; (2) use a Venn Diagram to compare/contrast the information; and (3) write a simple paragraph summarizing the information from the Venn Diagram. There may be simple sentence variety, limited supporting details, and mistakes in mechanics.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<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. <p>(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> <p>11. Relates reading and literature to concepts, themes, and events in interdisciplinary/integrated instruction. (L.A.E.1.3.5)(L.A.E.2.3.5)</p> <p>12. Reads a nonfiction selection and chooses/completes an appropriate graphic organizer. (L.A.A.1.3.1)</p> <p>13. Reads and shares teacher-suggested or self-selected books for a sustained period on a regular basis each week. (L.A.A.2.3.3)(L.A.A.2.3.4)(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)</p> <p>14. Reads and identifies literary forms (e.g., poetry, fables, essays, biographies/autobiographies, novels, and short stories), with emphasis on drama, myths, tales, and legends. (L.A.E.1.3.4)</p>		

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<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 and/or peer conferencing) - editing (by author and through teacher and/or 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.2.3.3) 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>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<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 (letter, 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. Writes essays maintaining consistency in number, tense, and parallelism for a variety of audiences and purposes. (L.A.B.1.3.2)(L.A.B.1.3.3)</p> <p>8. 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>9. Uses technology as appropriate in the writing process. (L.A.B.2.3.4)</p> <p>10. 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>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<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, uses, and generates 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. Differentiates between the connotation and denotation of a word. (L.A.A.1.3.3)(L.A.D.1.3.4) 8. Understands the meaning of vocabulary words used on common application forms (e.g., driver's license, social security, and job application). (L.A.B.2.3.3) 9. 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) 	<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><i>Advanced:</i> (1) difficult words and phrases/idiomatic expressions from individual or class readings; (2) context clues leading to the definitions; (3) word banks correctly 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><i>Intermediate:</i> (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><i>Novice:</i> (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>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>10. 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> <p>11. 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>		

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<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. 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) 5. 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) 6. Prepares and gives a speech presentation (e.g., debate, editorial, commercial, political speech) with emphasis on persuasion. (L.A.A.2.3.5)(L.A.C.2.3.2)(L.A.C.3.3.1)(L.A.C.3.3.3) 7. Uses vocabulary and syntax appropriate to topic and audience. 	<p>A. The student, individually or as part of a group, will develop and deliver a speech or presentation which is:</p> <ol style="list-style-type: none"> a. persuasive (e.g., a debate, editorial, commercial, political speech, etc.); (L.A.C.3.3.3) b. uses language and delivery techniques suitable for audience and purpose; (L.A.C.2.3.2)(L.A.C.3.3.1) c. is evaluated using class-developed criteria. 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: develop and deliver a persuasive speech which contains: (1) a well-developed introduction, key details with relevant examples, and an effective conclusion; (2) substantial evidence of persuasive strategies; (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 a persuasive speech which contains: (1) an introduction, key supporting details with examples, and a conclusion; (2) evidence of persuasive strategies; (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) take a position on a debatable topic; (2) use note-taking skills to gather and arrange information supporting his/her point of view; (3) create a sentence outline that includes an introduction, supporting details, and a conclusion; (3) use the outline to deliver a simple persuasive speech; (4) demonstrate use of persuasive strategies; (5) employ verbal and nonverbal delivery techniques; and (6) evaluate the speech using a class-developed checklist of appropriate criteria.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>8. 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>9. Listens selectively for major points of emphasis by identifying facts, details, sequence, and other literal content.</p> <p>10. Applies appropriate listening/ speaking/ and 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.2.3.4)</p> <p>11. Gains and 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.D.1.3.2)(L.A.D.2.3.4)(L.A.E.2.3.4)</p> <p>12. Reads aloud from a variety of sources.</p> <p>13. Memorizes and recites an excerpt from a reading selection.</p> <p>14. Summarizes and retells a literary/multimedia selection using appropriate structure. (L.A.C.1.3.4)</p> <p>15. Writes accurate notes from dictations and oral presentations.</p>		

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<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. 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) 4. Acknowledges sources of references and understands the nature and ramifications of plagiarism. (L.A.D.2.3.7) 5. 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) 6. Investigates personal interests that relate to career choices. 7. Uses parts of a book (e.g., table of contents, chapter division, margin notes, glossary, and index). (L.A.A.2.3.6) 8. 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) 	<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>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>9. Practices a variety of study skills 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)</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 skill/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 skill/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 skill/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 and 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 through graphic representations/illustrations.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
VI Culture	<ol style="list-style-type: none"> 1. Compares/contrasts distinctive aspects of traditional/ popular United States culture/values as expressed in literature, language, and multimedia resources to the student’s respective country/ culture. 2. Identifies, discusses, compares/contrasts patriotic/ folkloric characters and/or symbols in the United States and the student’s native/country culture. 3. Connects to, builds on, and respects the diverse views of others within the content of formal/ informal settings. 	<p>A. The student will discuss, compare/contrast aspects of the United States culture and values as demonstrated in American literature. (L.A.C.3.3.2)(L.A.C.3.3.3)</p>	<p>After successfully completing this course, the student(s) should be able to produce a creative presentation which:</p> <p>Advanced: (1) discusses aspects of American culture in detail; and (2) effectively compares and contrasts United States culture and values as represented in literature and/or multimedia resources.</p> <p>Intermediate: (1) lists aspects of American culture; and (2) compares/ contrasts United States culture and values as represented in literature and/ or multimedia resources.</p> <p>Novice: (1) identifies the aspects of American culture; and (2) uses a graphic organizer to compare/contrast United States culture and values as represented in literature and/or multimedia resources.</p>