Learning Objectives for High School English/Language Arts

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Before we can intelligently discuss the essentials of effective language Arts instruction, we must come to an agreement, so to speak, as to what is the goal. There should be no disagreement to the statement that the overall goal of teaching language arts is to help your students develop the power to communicate effectively for a variety of purposes and in various situations both now and as adults. The following learning goals describe broad, future-oriented competencies and student behaviors and attitudes. Students who successfully complete a balanced and effective communication skills program:

- understand the importance composition plays in Godly living and witness; values and uses the written form of his freedom of speech as an active citizen of a democratic republic;
- gain insight into and reflects upon his own and other’s lives through writing;
- take charge of his own life and communicates effectively with others in writing;
- become a lifelong learner (inquirer, experimenter, and problem solver) who gains pleasure and fulfillment from writing;
- use various composing strategies and processes, such as brainstorming, prewriting, drafting, proofreading, and revising;
- write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, interpreting);
- select the standard of English appropriate for both formal and informal situations.
- has command of standard composition conventions and mechanics (grammar, usage, and punctuation);
- use analysis of language as an editing tool in the composing process;
- understands the importance of accurate spelling as an aid to his reader’s understanding of what he has written;
- appreciate accurate spelling as a common courtesy to his reader;
- establish the habit of using spelling, grammar, and vocabulary resources;
- establish the habit of using effective proofreading skills on all writing he intends others to read;
- use standard formats (e.g. footnoting), various technologies, and legible means to publish his compositions
**Competency Goals & Objectives**

The English Language Arts curriculum is spiraling and contains the same four goals for kindergarten through grade twelve. These goals address the broad purposes for communication. This section describes the specific emphases of each of the four goals. The different learning objectives related to these goals for the various grade spans are described in the [Grade level learning Objectives](#) section of this document. The objectives and focus areas that follow each goal provide further definition. This section identifies sample behaviors that illustrate expected instructional outcomes. Focus areas may also serve as demonstrations of particular objectives.

**GOAL 1: The learner will use strategies and processes that enhance control of communication skills development.**

**Objective 1.1 - The learner will apply PREPARATION strategies to comprehend or convey experiences and information.**

- Apply knowledge of cueing systems (semantic, syntactic, and graphophonic) as appropriate to the nature and purpose of the activity.
- Set personal goals for the task.
- Define and analyze assigned task.
- Anticipate content and organization.
- Relate prior knowledge and personal experiences to topic.
- Generate key words or concepts likely to be used in task.
- Formulate questions to be answered.
- Consider status and intent of source and creator.

**Objective 1.2 - The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.**

- Apply knowledge of cueing systems (semantic, syntactic, and graphophonic) as appropriate to the nature and purpose of the activity.
- Give complete attention to the task.
- Skim, scan, and note ideas.
- Search for sense or a “lead.”
- Predict outcomes.
- Use personal experience while redefining and composing meaning.
- Review and assess as purpose is defined, clarified, or changed.
- Discuss and make notes.
- Verbalize to “hear” message.
- Use organization conventions as clues to meaning.
- Apply strategies to clarify meaning.
Objective 1.3 - The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

Focus:
• Apply knowledge of cueing systems (semantic, syntactic, and graphophonic) as appropriate to the nature and purpose of the activity.
• Reflect upon the experiences and information.
• Discuss, outline, or summarize new facts, information, or ideas.
• Note agreement or disagreement with ideas presented in the selection or activity.
• Interpret the meaning of, or draw conclusions from, the selection or activity.
• React to language, form, and literary devices.
• Ask and respond to probing questions to clarify earlier responses.
• Identify sources of confusion, problems, differences in interpretation, or new questions that may indicate a need for further study or investigation.
• Assess own performance relative to the purpose.

GOAL 2 - The learner will use language for the acquisition, interpretation, and application of information.

Objective 2.1- The learner will identify, collect, or select information and ideas.

Focus:
• Identify key words and discover their meanings and relationships through a variety of strategies.
• Identify ways words and concepts are developed.
• Identify the story structure or organizational patterns of the text, speech, or visual.
• Recognize details and concepts related to prior predictions and questions.
• Observe and mentally note or record important information.

Objective 2.2 - The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

Focus:
• Select, reject, and reconcile information and ideas.
• Condense, combine, and order information.
• Create an organizational framework for retaining information.
• Form generalizations based on new information.
• Compare information and ideas.
• Analyze the literary and design elements of information and ideas.
• Classify information and ideas on the basis of attributes.

Objective 2.3 - The learner will apply, extend, and expand on information and concepts.

Focus:
• Use information to clarify or refine understanding of historical or contemporary issues or events.
• Solve problems, make decisions and inferences, or draw conclusions based on interpretation of information.
• Follow or produce directions to create a product or develop an idea based on interpretation of information.
COMPETENCY GOAL 3 - The learner will use language for critical analysis and evaluation.

Objective 3.1 - The learner will assess the validity and accuracy of information and ideas.
Focus:
- Distinguish between vague and precise language.
- Distinguish between representations of fact and of opinion.
- Make judgments about the verifiability of information.
- Identify faulty reasoning.
- Evaluate the reliability of a source.
- Evaluate the appropriateness of persuasive techniques.

Objective 3.2 - The learner will determine the value of information and ideas.
Focus:
- Assess scope, comprehensiveness, and significance of information and ideas.
- Determine practicality and usefulness of information or ideas in light of purposes.
- Recognize bias, emotional factors, propaganda, and semantic slanting.

Objective 3.3 - The learner will develop criteria and evaluate the quality, relevance, and importance of the information and ideas.
Focus:
- Analyze the effects of word choice, sentence structure, and organization.
- Make judgments about the clarity, power, and authenticity of information and ideas.
- Evaluate the effectiveness of the development of plot, theme, setting, and characterization.
- Determine how purpose, point of view, tone, and style affect judgment of the product, information, and ideas.
- Evaluate the use of language patterns and literary devices such as figurative language, dialogue, and symbolism.
- Analyze the use of text aids such as headings, captions, titles, and illustrative material.
- Compare the effectiveness of a selection in relation to others.
- Determine the merit of a selection in terms of its timeliness and timelessness.

COMPETENCY GOAL 4: The learner will use language for aesthetic and personal response.
Objective 4.1 - The learner will respond to personal situations and events in selections and to personal situations and events.
Focus:
- Express emotional reactions and personal opinions and relate personal values to a selection or experience.
- Relate story structure, plot, setting, theme, characters to own experiences, feelings, and behaviors.
- Consider the varied, connotative, or symbolic meanings of words and visuals.
- Consider the ways language and visuals bring characters to life, enhance plot development, or evoke a response.
- Consider the effects of rhythm, rhyme, repetition, sensory imagery, and figurative language.
- Consider the use of idioms, dialect, and colloquialism.
Objective 4.2 - The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.
Focus:
  • Recognize a selection or experience as a reflection of its social, cultural, and historical context.
  • Associate personal values and beliefs with the content of a selection.
  • Consider a selection or experience in the light of situations, conflicts, and themes common to human experience.

Objective 4.3 - The learner will respond critically and creatively to selections or personal experiences.
Focus:
  • Participate effectively in creative interpretations of a selection or experience.
  • Make relevant, logical, coherent contributions to a discussion.
  • Create a product that effectively demonstrates a personal response to a selection or experience.
Writing Program Content

A balanced writing program requires students to experience and participate in a variety of activities. A K-12 writing program would include process-oriented instruction which would generate products such as:

- autobiographical/biographical sketch
- friendly/business letter
- personal narrative
- fictional story
- journal entry
- lists, labels, and captions
- signs, directions, and rules
- letter of invitation
- fable, folktale, and myth
- skit/sketch
- feature article
- contest entry
- personal response to literature
- process essay
- research report
- book review
- letter to an editor
- precis
- letter of application/resume
- formal speech
- lab reports
- abstract
- scientific/technical writing
- creating instructions
- consumer-writing
- note-taking.
Freshman Year Learning Objective

Reading Competencies

Students in their Freshman Year read a variety of literary and related informational texts. They develop an understanding of literary concepts, elements, and terms as a foundation for further study of world, American, and British literature. They refine their comprehension strategies and use a variety of research processes.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.
- Participates effectively in creative interpretations of a selection.
- Chooses works by same author or on same topic as works studied.
- Compares the effectiveness of a selection in relation to others.
- Discovers how a selection creates a world of its own through mood, tone, and style.
- Associates personal values, experiences, and beliefs with content of selections.
- Knows there are times when the most accurate and up-to-date information is needed.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.
- Uses reading strategies successfully in content areas and in practical situations.
- Finds alternative resources both print and non-print for research and problem-solving tasks when first choices are not available.
- Explores a variety of research processes to meet information needs.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.
- Recognizes supporting and contradictory information related to historical or contemporary issues.
- Describes the major events in the life of an author and identifies ways in which those events may be reflected in or may have influenced the work of that author.
- Recognizes the presence of archetypal characters, themes, and settings.
- Makes inferences and draws conclusions based on interpretation of literary or informational materials.
- Identifies how elements or aspects of a text are integrated to convey theme or central idea.
- Recognizes why an author might choose one form or mode as more effective than another.
- Forms generalizations about various types of poetry such as lyric, epic and narrative.
- Explains textual innuendo and undertone.
- Analyzes the author’s use of narrative techniques such as flashback, foreshadowing, and dramatic irony.
- Determines the merit of a selection in terms of its timelessness and timeliness.
- Evaluates use of language devices such as sound, diction, figurative language, and symbolism.
Writing Competencies

Students in Freshman English write to clarify their own thinking, express their opinions, and transmit information to others. They write about the types of literature they are studying and write different types of literature themselves. They learn writing techniques to use in other school subjects and in everyday life outside of school.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer
- Validates personal experience and feelings through writing.
- Works collaboratively on a product that expresses a response to or an analysis of literature.
- Connects text with personal experiences and to reflect on issues encountered in text by writing in reading log/response journal.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.
- Ends alternative resources both print and non-print for research and problem-solving writing tasks.
- Revises by altering mood, plot, characterization, or voice of a work.
- Edits writing for errors in sentence formation, usage, mechanics, and spelling.
- Writes about literature using narrative, descriptive, expository, and argumentative modes as appropriate to purpose and audience.
- Writes in appropriate style and format of content areas with teacher support.
- Chooses or creates visuals to enhance written and oral presentations.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.
- Writes using complex characters and episodes with teacher support.
- Writes to clarify information, give directions, or perform a task.
- Analyzes, elaborates, and extends text.
- Expresses initial understanding of literary genres and terminology.
- Develops an interpretation of literature by exploring motivations, causes, and implications.
Sophomore Year Learning Objectives

Reading Competencies
Sophomores read representative ancient and modern literature from around the world, excluding United States and British literature. Students learn of the influences of literature from ancient civilizations on the development of modern literature. They study representative pieces of world literature as unique reflections of their time and culture in order to understand historical and contemporary issues and events. They engage in research processes and recognize various documentation techniques.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.
- Establishes criteria for evaluating the quality and importance of world literature.
- Evaluates pieces of world literature as reflections of time and culture.
- Demonstrates appreciation for both the commonality and diversity of human experience as reflected in selections from other times and cultures.
- Recognizes the range of experience that reading provides.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.
- Uses text organization as an aid to comprehension of increasingly difficult content materials.
- Creates clear goals when engaged in complex reading materials and tasks.
- Recognizes various documentation techniques in text.
- Locates, selects, and rejects important information needed to complete a task.
- Engages in a research process to meet information needs.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.
- Determines the appropriate level of generalization and excludes irrelevant details in literary, informational, and practical texts.
- Analyzes the various ways authors use context to develop new vocabulary such as definition, restatement, example, contrasts, and inference.
- Builds on unique cultural background as part of prior knowledge in order to comprehend world literature.
- Interprets surface and underlying meanings in a work.
- Recognizes the inter-relatedness of literary elements in world literature.
- Compares common themes in world literature as represented in different selections.
- Uses information read in world literature to clarify or refine understanding of historical or contemporary issues or events.
- Analyzes representative pieces of literature from countries around the world.
- Analyzes the recurrence of motifs and archetypal characters, settings, and themes in world literature.
- Compares and evaluates the effectiveness of plot, theme, setting, and characterization in world literature.
• Evaluates the use of language patterns and literary devices in world literature.
• Recognizes influences of literature from ancient civilizations on the development of literary movements around the world.
• Recognizes a world literature selection as a unique reflection of its culture and time.

Writing Competencies
Sophomore Year students write narrative, descriptive, expository, and argumentative types of writing as appropriate to their purpose and audience. They analyze and evaluate world literature. These students write to clarify their own thinking, express their opinions, and as a tool for learning. They edit their work for errors in sentence formation, usage, mechanics, and spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.
• Uses writing as a tool for learning in all content areas by notetaking, listing, and outlining.
• Connects world literature text with personal experiences by writing in reading log/response journal.
• Expresses personal opinion of literary selections through critiques or reviews.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.
• Creates clear goals when engaged in complex writing tasks.
• Writes in appropriate style and format of content areas and with teacher support and independently. Develops criteria for works to be included in personal portfolio.
• Uses one of several writing approaches such as cause and effect, comparison and contrast, or report writing as appropriate to purpose and audience.
• Edits work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary, informational and practical texts to convey meaning, to learn, and to clarify thinking.
• Writes using complex characters and episodes with teacher support and independently.
• Writes narrative, descriptive, expository, and argumentative text which has a logical, coherent, and organized structure.
• Writes text that provides sufficient/related details and/or elaborated reasons.
• Develops an initial understanding of world literature text.
• Clarifies an understanding of world literature by exploring motivations, causes, and implications.
• Evaluates world literature as a reflection of its time and culture.
• Analyzes world literature in reference to universal patterns, motifs, and archetypes.
• Analyzes the use of literary elements and their inter-relatedness in world literature.
Junior Year Learning Objectives

Reading Competencies
Juniors read representative United States literature. They learn of the influences of literature from earlier times on the development of modern literature. They study representative pieces of literature as unique reflections of the American experience in order to understand historical and contemporary issues and events. They determine the appropriate method of research and use both primary and secondary sources.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.
- Establishes criteria for evaluating the quality and importance of United States literature.
- Expresses personal response to typical American values and beliefs as reflected in selections.
- Expresses personal response to unique styles of United States authors.
- Uses information read in United States literature to clarify or refine understanding of historical or contemporary issues or events.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.
- Reformulates a reading task in the light of available resources.
- Sets small goals, sub-goals, or milestones when engaged in complex reading materials and tasks.
- Analyzes the nature of research and problem solving tasks to determine the appropriate method of research.
- Develops research skills using both primary and secondary sources.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.
- Recognizes literary movements and periods of United States literature.
- Recognizes styles, topics, and themes characteristic of major United States writers.
- Analyzes representative pieces of United States literature.
- Analyzes the use of Biblical, classical, and contemporary allusions in United States literature.
- Analyzes literary movements and periods of United States literature as a reflection of the American experience.
- Compares and evaluates styles, topics, and themes characteristic of major United States writers.
- Evaluates the use of language patterns and literary devices in United States literature.
- Considers the use of idioms, dialect, and colloquialism in United States literature.
- Recognizes a United States literature selection as a reflection of its Cultural, social, and historical context.
• Considers a selection in the light of situations, conflicts, and themes common to the American experience.
• Builds on unique cultural background as part of prior knowledge in order to comprehend American literature.

Writing Competencies

Junior year students write using a variety of genres, forms, and types. They document sources using simple source notation and complete complex forms. These students extend their writing beyond standard written English as appropriate to the task.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.
• Recognizes the range of experience that writing provides.
• Connects United States literature with personal experiences by writing in reading log/response journal.
• Expresses awareness of personal writing development, both strengths and long-term goals by writing in reading log/response journal.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.
• Sets small goals, sub-goals, or milestones when engaged in complex writing tasks.
• Reformulates a writing task in light of available resources.
• Develops criteria to evaluate the quality of works in portfolio.
• Extends writing beyond conventions of standard written English as appropriate to task by using dialect, colloquialisms, or contemporary speech.
• Writes in appropriate style and format of content areas independently.
• Edits written work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary informational, and practical texts to convey meaning, to learn, and to clarify thinking.
• Writes using complex characters and episodes independently.
• Develops an initial understanding of United States literature.
• Clarifies an understanding of United States literature by exploring motivations, causes, and implications.
• Evaluates United States literature as a reflection of its time and culture.
• Analyzes United States literature in reference to universal patterns, motifs, and archetypes.
• Analyzes the use of literary elements and their interrelatedness in United States literature
• Analyzes founding documents and literature as an expression of the United States experience.
• Writes reports and documents sources with simple source notation and bibliography.
• Completes complex forms which seek detailed biographical and related information such as resumes, admission forms, and personal essays for college applications.
Senior Year Learning Objectives

Reading Competencies
Seniors read representative British literature. They learn of the influences of literature from earlier times on the development of modern British and American literature. They study representative pieces of literature as unique reflections of British experience in order to understand historical and contemporary issues. These students use methods of inquiry and gather information to support a hypothesis/thesis. They establish a schedule for researching goals and assess the extent to which goals/sub-goals are accomplished.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.
· Establishes criteria for evaluating the quality and importance of British literature.
· Uses information read in British literature to clarify or refine understanding of historical or contemporary issues or events.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.
· Establishes time schedule for meeting sub-goals and goals when engaged in complex reading materials and tasks.
· Assesses the extent to which a sub-goal or goal was accomplished.
· Acquires and uses methods of inquiry such as discovery learning, experimental inquiry, and investigation in interdisciplinary learning.
· Locates, interprets, and presents statistical information.
· Compares statistics on the same topic from different sources.
· Gathers information to support a hypothesis/thesis and solve relevant problems.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.
· Interprets literary, informational, and practical texts to formulate and test hypotheses and to generate sound theories and meaningful views of the world.
· Recognizes literary movements and periods of British literature.
· Recognizes styles, topics, and themes characteristic of major British writers. Identifies influences on and stages of the changing English language.
· Analyzes representative pieces of British literature.
· Analyzes the use of Biblical, classical, and contemporary allusions in British literature.
· Analyzes literary movements and periods of British literature as a reflection of the British experience.
· Compares and evaluates styles, topics, and themes characteristic of major British writers.
· Evaluates the use of language patterns and literary devices in British literature.
· Considers the use of idioms, dialect, and colloquialism in British literature.
· Recognizes a British literature selection as a reflection of its cultural, social, and historical context.
· Considers a selection in the light of situations, conflicts, and themes common to the British experience.
· Recognizes typically British personal values and beliefs reflected in selections.
· Recognizes unique styles of British authors in relationship to literary period.
Writing Competencies

Senior Year students analyze and evaluate the literature they are studying and write different types of literature themselves. They use narrative, descriptive, expository, and argumentative writing for a variety of purposes to include finding information for, planning, and delivering a senior project presentation. They choose appropriate procedures, tools, or equipment and develop criteria for format and visuals as appropriate to a composing task.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

- Connects British literature text with personal experiences by writing in reading log/response journal.
- Explains personal choice of writing topics as a reflection of experience, beliefs, and values.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical tests.

- Establishes time schedule for meeting sub-goals and goals when engaged in complex writing tasks.
- Writes criteria to evaluate quality of extended research project.
- Chooses procedures, tools, or equipment (computers and related technologies) as appropriate to composing task.
- Develops criteria for format and visuals to support written or oral presentation.
- Chooses documentation techniques appropriate to the purpose and audience.
- Assesses extent to which a writing sub-goal or goal was accomplished.
- Edits written work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

- Develops an initial understanding of British literature.
- Clarifies an understanding of British literature by exploring motivations, causes, and implications.
- Evaluates British literature as a reflection of its time and culture.
- Analyzes British literature in reference to universal patterns, motifs, and archetypes.
- Analyzes the use of literary elements and their inter-relatedness in British literature.
- Writes critical analysis, supporting hypothesis, thesis, or own ideas with documented sources.
- Identifies problems or issues, generates new ideas, and communicates ideas to others.
- Justifies a position or persuades and convinces others in a manner that responsibly challenges existing procedures and policies.
- Scripts material to support oral presentation of extended research project.