

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area:	Language Arts
Course Number:	1000000
Course Title:	M/J Intensive Language Arts
Course Length:	1 year

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the middle grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.

- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- **The amount of FCAT specific practice (“test prep”) should be limited, given most students’ vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are

consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.

2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.

3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1000010
Course Title: M/J Intensive Reading
Course Length: 1 year

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the middle grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- **The amount of FCAT specific practice (“test prep”) should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State

recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.

2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.

3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of

reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area:	Language Arts
Course Number:	1000020
Course Title:	M/J Intensive Reading and Career Planning
Course Length:	One Semester or the equivalent of one-half a school year* <u>*Must be paired with a second semester of M/J Intensive Reading</u>

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Basic Assumptions for Reading Education:

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- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
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- Due to the extensive intervention needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- **The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

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- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note.

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational](#)

planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

After successfully completing this course, the student will:

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5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details

and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

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LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect

understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.

- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1000400

Course Title: 9-12 Intensive Language Arts

Course Length: 36 weeks

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the high school, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who

have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- **The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text

- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, 6-8, 9-12 or a mixture of the four, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address:
<http://www.fl DOE.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.

2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.

3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.4.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.4.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.4.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.4.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.4.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.4.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.4.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.4.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.4.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.4.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.4.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.4.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and

occasion.

LA.C.3.4.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.4.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.4.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.4.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

GENERAL INFORMATION

Course Number: 1000410
Section: [Grades PreK to 12 Education Courses](#) » **Grade**
Course Path: **Group:** [Grades 9 to 12 and Adult Education Courses](#) »
Subject: [Language Arts](#) » **SubSubject:** [Remedial](#) »
Course Title: Intensive Reading
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: Intensive Reading
Course Length: /M
Course Status: Draft - Not Approved

NOTE: In those instances when this course is repeated
General Notes: for credit

RELATED BENCHMARKS (88) :

Scheme	Descriptor	Cognitive Complexity
LA.1112.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.1112.1.6.4	The student will categorize key vocabulary and identify salient features;	
LA.1112.1.6.5	The student will relate new vocabulary to familiar words;	
LA.1112.1.6.6	The student will distinguish denotative and connotative meanings of words;	

- LA.1112.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.1112.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.1112.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;
- LA.1112.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- LA.1112.1.6.11 The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).
- LA.1112.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.1112.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
- LA.1112.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
- LA.1112.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.1112.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in

text;

LA.1112.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.1112.1.7.7 The student will compare and contrast elements in multiple texts; and

LA.1112.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

LA.1112.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

LA.1112.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

LA.1112.2.1.9 The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and

LA.1112.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core

foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;

LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

LA.1112.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and

LA.1112.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.1112.4.1.1 The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and

LA.1112.4.1.2 The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and

appropriate format.

- LA.1112.4.2.1 The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
- LA.1112.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
- LA.1112.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
- LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
- LA.1112.5.2.2 The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
- LA.1112.5.2.5 The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
- LA.1112.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.1112.6.1.2 The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
- LA.1112.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias,

topic format) to assess appropriateness of resources;

- LA.1112.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
- LA.1112.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
- LA.1112.6.4.2 The student will routinely use digital tools for publication, communication and productivity.
- LA.910.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;
- LA.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words;
- LA.910.1.6.4 The student will categorize key vocabulary and identify salient features;
- LA.910.1.6.5 The student will relate new vocabulary to familiar words;
- LA.910.1.6.6 The student will distinguish denotative and connotative meanings of words;
- LA.910.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.910.1.6.9 The student will determine the correct meaning of words

with multiple meanings in context;

- LA.910.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).
- LA.910.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.910.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
- LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.910.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
- LA.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.910.1.7.7 The student will compare and contrast elements in multiple texts; and

- LA.910.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
- LA.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
- LA.910.2.1.9 The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
- LA.910.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant

details;

LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

LA.910.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and

LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.910.4.1.1 The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and

LA.910.4.1.2 The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

LA.910.4.2.1 The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);

LA.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these

sources and attributing sources of information;

LA.910.4.3.2 The student will include persuasive techniques.

LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

LA.910.5.2.2 The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

LA.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

LA.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

LA.910.6.1.2 The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and

LA.910.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;

LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;

LA.910.6.4.2 The student will routinely use digital tools for publication,

communication and productivity.

**Florida Department of Education
COURSE DESCRIPTION - GRADES 9-12, ADULT**

Subject Area: Language Arts
Course Number: 1000420
Course Title: 9-12 Intensive Basic Skills
Course Length: 36 weeks

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations and systematic practice opportunities, as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a block of time of no less than ninety minutes daily. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less than 90 minutes. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive remediation needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of remediation need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading

- certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
 - Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
 - Technology is available for students to support and enhance development of competencies in reading.
 - Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
 - Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
 - **The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels
- integration of reading with student written responses to text

- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address:
<http://www.fldoe.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.
2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.
3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text. LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary. LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
6. Construct meaning of text through inference, application, and analysis. LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.
 - LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.
 - LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
 - LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.
 - LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.
9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).
 - LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.
 - LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
10. Apply study and test-taking skills to enhance achievement.
 - LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
 - LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
11. Respond to reading through thinking, talking, and writing.
 - LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.
 - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
 - LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.
LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.
LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

GENERAL INFORMATION

Course Number: 1001010

Section: [Grades PreK to 12 Education Courses](#) » **Grade**
Course Path: **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:**
[Language Arts](#) » **SubSubject:** [English](#) »

Course Title: M/J Language Arts 1

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: M/J Language Arts 1

Course Length: Year

Course Status: Draft - Not Approved

General

Notes: The purpose of this course is to provide students integrated language arts study in reading

RELATED BENCHMARKS (76) :

Scheme	Descriptor	Cognitive Complexity
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
LA.6.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.6.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.6.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.6.1.6.4	The student will categorize key vocabulary and identify salient features;	
LA.6.1.6.5	The student will relate new vocabulary to familiar words;	
LA.6.1.6.6	The student will distinguish denotative and connotative meanings of words;	

- LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;
- LA.6.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).
- LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.6.1.7.2 The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
- LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.6.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

- LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.6.1.7.7 The student will compare and contrast elements in multiple texts; and
- LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.6.2.1.1 The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
- LA.6.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
- LA.6.2.1.3 The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
- LA.6.2.1.4 The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
- LA.6.2.1.5 The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
- LA.6.2.1.6 The student will write a book report, review, or critique that compares two or more works by the same author;
- LA.6.2.1.7 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language

in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;

- LA.6.2.1.8 The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
- LA.6.2.1.9 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
- LA.6.2.1.10 The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
- LA.6.2.2.1 The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
- LA.6.2.2.2 The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
- LA.6.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
- LA.6.2.2.4 The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
- LA.6.2.2.5 The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

- LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
- LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
- LA.6.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).
- LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;
- LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
- LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.
- LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
- LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g.,

dictionary, thesaurus); and

- LA.6.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
- LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;
- LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;
- LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and
- LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
- LA.6.3.5.1 The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- LA.6.3.5.2 The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
- LA.6.3.5.3 The student will share the writing with the intended audience.
- LA.6.4.1.1 The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with

figurative language and descriptive words or phrases to enhance style and tone; and

- LA.6.4.1.2 The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
- LA.6.4.2.1 The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
- LA.6.4.2.2 The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
- LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
- LA.6.4.2.4 The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
- LA.6.4.2.5 The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.
- LA.6.4.3.1 The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and
- LA.6.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).

- LA.6.5.1.1 The student will use fluent and legible handwriting skills.
- LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
- LA.6.5.2.2 The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.
- LA.6.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.6.6.1.2 The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
- LA.6.6.1.3 The student will create a technical manual or solve a problem.
- LA.6.6.2.1 The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
- LA.6.6.2.2 The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
- LA.6.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
- LA.6.6.2.4 The student will explain and demonstrate an understanding of the importance of ethical research practices, including the

need to avoid plagiarism, and know the associated consequences.

LA.6.6.3.1 The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and

LA.6.6.3.2 The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.

LA.6.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and

LA.6.6.4.2 The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

CERTIFICATIONS OPTIONS (5)

Option1: [MIDDLE GRADES INTEGRATED CURRICULUM \(GRADES 5 - 9\)](#)

Option2: [ENGLISH \(GRADES 6 - 12\)](#)

Option3: [ENGLISH FOR SPEAKERS OF OTHER LANGUAGES \(ESOL\) \(GRADES K - 12\)](#)

Option4: [ENGLISH \(GRADES 6 - 12\) plus ENGLISH FOR SPEAKERS OF OTHER LANGUAGES \(ESOL\) ENDORSEMENT](#)

Option5: [ENGLISH \(MIDDLE GRADES\) \(GRADES 5 - 9\)](#)

GENERAL INFORMATION

Course Number: 1001020

Section: [Grades PreK to 12 Education Courses](#) » **Grade**
Course Path: **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:**
[Language Arts](#) » **SubSubject:** [English](#) »

Course Title: M/J Language Arts 1

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Abbreviated Title: M/J Language Arts 1

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- LA.6.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.6.6.1.2 The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
- LA.6.6.1.3 The student will create a technical manual or solve a problem.
- LA.6.6.2.1 The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
- LA.6.6.2.2 The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
- LA.6.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
- LA.6.6.2.4 The student will explain and demonstrate an understanding of the importance of ethical research practices, including the

need to avoid plagiarism, and know the associated consequences.

LA.6.6.3.1 The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and

LA.6.6.3.2 The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.

LA.6.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and

LA.6.6.4.2 The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

CERTIFICATIONS OPTIONS (3)

Option1: [MIDDLE GRADES INTEGRATED CURRICULUM \(GRADES 5 - 9\)](#)

Option2: [ENGLISH \(GRADES 6 - 12\)](#)

Option3: [ENGLISH \(MIDDLE GRADES\) \(GRADES 5 - 9\)](#)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts

Course Number: 1001030

Course Title: M/J Language Arts 1, IB

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note.

The purpose of the International Baccalaureate Middle Years Programme (IB MYP) is to provide academic rigor and relevance through a comprehensive curriculum based on the Sunshine State Standards and unique facets of the IB MYP. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design based on the five **Areas of Interaction** (Approaches to Learning, Community and Service, *Homo Faber*, Environment, and Health and Social Education) extends learning within and across the subjects through exploration of real life issues. The Middle Years Programme is designed to provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. The IB MYP Programme goes beyond traditional study skills to incorporate reflection and unit of inquiry (guiding questions) culminating in a personal project that demonstrates the five areas of interaction.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, literary, and technical selections for literal, inferential, and interpretive meaning.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid

responses.

3. Identify the characteristics and elements of literary selections and other appropriate texts.

- LA.E.1.3.2 recognize complex elements of plot, including setting, character development, conflicts, and resolutions.
- LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.
- LA.E.1.3.5 identify common themes in literature.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

5. Use listening, viewing, and speaking skills to obtain and convey information and ideas.

- LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
- LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

- LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
- LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
- LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
- LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

6. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
- LA.D.2.3.3 distinguish between emotional and logical argument.

7. Apply reference, study, and test-taking skills.

- LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.
- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.
- LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.

8. Explore personal interests in written, oral and visual communication.

- LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.
- LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
- LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.
- LA.E.2.3.6 identify specific questions of personal importance and seek to answer them through literature.
- LA.E.2.3.7 identify specific interests and the literature that will satisfy those interests.
- LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

GENERAL INFORMATION

Course Number: 1001040

Section: [Grades PreK to 12 Education Courses](#) » **Grade**
Course Path: **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:**
[Language Arts](#) » **SubSubject:** [English](#) »

Course Title: M/J Language Arts 2

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: M/J Language Arts 2

Course Length: Year

Course Status: Draft - Not Approved

General Notes: The purpose of this course is to provide students integrated language arts study in reading

RELATED BENCHMARKS (78) :

Scheme	Descriptor	Cognitive Complexity
LA.7.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
LA.7.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.7.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.7.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.7.1.6.4	The student will categorize key vocabulary and identify salient features;	
LA.7.1.6.5	The student will relate new vocabulary to familiar words;	
LA.7.1.6.6	The student will distinguish denotative and connotative meanings of words;	

- LA.7.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.7.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.7.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;
- LA.7.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- LA.7.1.6.11 The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
- LA.7.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.7.1.7.2 The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
- LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.7.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.7.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
- LA.7.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and

nonfiction selections;

- LA.7.1.7.7 The student will compare and contrast elements in multiple texts; and
- LA.7.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.7.2.1.1 The student will identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
- LA.7.2.1.2 The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
- LA.7.2.1.3 The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
- LA.7.2.1.4 The student will identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
- LA.7.2.1.5 The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
- LA.7.2.1.6 The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
- LA.7.2.1.7 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is

used to appeal to the reader's senses and emotions, providing evidence from text to support t

- LA.7.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
- LA.7.2.1.9 The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
- LA.7.2.1.10 The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
- LA.7.2.2.1 The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
- LA.7.2.2.2 The student will use information from the text to state the main idea and/or provide relevant details;
- LA.7.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
- LA.7.2.2.4 The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
- LA.7.2.2.5 The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

- LA.7.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.7.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and
- LA.7.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.7.3.2.1 The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;
- LA.7.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
- LA.7.3.2.3 The student will draft writing by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.
- LA.7.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.7.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;
- LA.7.3.3.3 The student will revise by creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and

- LA.7.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.7.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
- LA.7.3.4.2 The student will edit for correct use of capitalization, including regional names (e.g., East Coast), historical events and documents;
- LA.7.3.4.3 The student will edit for correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;
- LA.7.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
- LA.7.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
- LA.7.3.5.1 The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- LA.7.3.5.2 The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
- LA.7.3.5.3 The student will share the writing with the intended audience.
- LA.7.4.1.1 The student will write narrative accounts with an engaging

plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and

- LA.7.4.1.2 The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.7.4.2.1 The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
- LA.7.4.2.2 The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
- LA.7.4.2.3 The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
- LA.7.4.2.4 The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
- LA.7.4.2.5 The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
- LA.7.4.3.1 The student will write persuasive text (e.g., advertisement,

speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and

- LA.7.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
- LA.7.5.1.1 The student will use fluent and legible handwriting skills.
- LA.7.5.2.1 The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
- LA.7.5.2.2 The student will analyze persuasive techniques in both formal and informal speech; and
- LA.7.5.2.3 The student will organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.
- LA.7.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.7.6.1.2 The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
- LA.7.6.1.3 The student will create a technical manual or solve a problem.
- LA.7.6.2.1 The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
- LA.7.6.2.2 The student will assess organize and check the validity and reliability of information in text, using a variety of

techniques by examining several sources of information, including both primary and secondary sources;

LA.7.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and

LA.7.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LA.7.6.3.1 The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;

LA.7.6.3.2 The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and

LA.7.6.3.3 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

LA.7.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.7.6.4.2 The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

CERTIFICATIONS OPTIONS (6)

Option1: [ENGLISH \(GRADES 6 - 12\)](#)

Option2: [ENGLISH \(MIDDLE GRADES\) \(GRADES 5 - 9\)](#)

Option3: [MIDDLE GRADES INTEGRATED CURRICULUM \(GRADES 5 - 9\)](#)

Option4: [ENGLISH FOR SPEAKERS OF OTHER LANGUAGES \(ESOL\) \(GRADES K - 12\)](#)

Option5: ENGLISH (MIDDLE GRADES) (GRADES 5 - 9) plus ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT

Option6: ENGLISH (GRADES 6 - 12) plus ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1001050
Course Title: M/J Language Arts 2, Advanced
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements for this advanced course are consistent with M/J Language Arts 2 (1001040). The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, technical, and literary selections for literal, inferential, and interpretive meaning.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.4 know how mood or meaning is conveyed in poetry (e.g., word choice such as dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm).

LA.E.1.3.5 identify common themes in literature.

LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

3. Demonstrate knowledge of the characteristics and elements of literary selections and other appropriate texts.

LA.E.1.3.2 recognize complex elements of plot, including setting, character development, conflicts, and resolutions.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a

central conflict or story line.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

5. Use listening, viewing, and speaking skills to obtain and convey information and ideas.

LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

- LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

6. Select and use appropriate media tools for effective visual, oral, and written communication.

- LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
- LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
- LA.D.2.3.5 incorporate audiovisual aids in presentations.

7. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
- LA.D.2.3.3 distinguish between emotional and logical argument.

8. Apply reference, study, and test-taking skills.

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts

Course Number: 1001060

Course Title: M/J Language Arts 2, IB

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. The purpose of the International Baccalaureate Middle Years Programme (IB MYP) is to provide academic rigor and relevance through a comprehensive curriculum based on the Sunshine State Standards and unique facets of the IB MYP. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design based on the five **Areas of Interaction** (Approaches to Learning,

Community and Service, *Homo Faber*, Environment, and Health and Social Education) extends learning within and across the subjects through exploration of real life issues. The Middle Years Programme is designed to provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. The IB MYP Programme goes beyond traditional study skills to incorporate reflection and unit of inquiry (guiding questions) culminating in a personal project that demonstrates the five areas of interaction.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, technical, and literary selections for literal, inferential, and interpretive meaning.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.4 know how mood or meaning is conveyed in poetry (e.g., word choice such as dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm).

LA.E.1.3.5 identify common themes in literature.

LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

3. Demonstrate knowledge of the characteristics and elements of literary selections and other appropriate texts.

- LA.E.1.3.2 recognize complex elements of plot, including setting, character development, conflicts, and resolutions.
- LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.
- LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.
- LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.
- LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

- 5. Use listening, viewing, and speaking skills to obtain and convey information and ideas.**
 - LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
 - LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
 - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
 - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
 - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
 - LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

- 6. Select and use appropriate media tools for effective visual, oral, and written communication.**
 - LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
 - LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
 - LA.D.2.3.5 incorporate audiovisual aids in presentations.

- 7. Select and use appropriate language for effective visual, oral, and written communication.**
 - LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
 - LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
 - LA.D.2.3.3 distinguish between emotional and logical argument.

- 8. Apply reference, study, and test-taking skills.**
 - LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
 - LA.A.2.3.6 use a variety of reference materials, including indexes,

magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.

GENERAL INFORMATION

Course Number: 1001070

Section: [Grades PreK to 12 Education Courses](#) » **Grade**
Course Path: **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:**
[Language Arts](#) » **SubSubject:** [English](#) »

Course Title: M/J Language Arts 3

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: M/J Language Arts 3

Course Length: Year

Course Level: 2

Course Status: Draft - Not Approved

General Notes: (Class including LEP student(s) must use certs appropriate for ESOL courses)
The purpose of this course is to provide students integrated language arts study in reading

RELATED BENCHMARKS (80) :

Scheme	Descriptor	Cognitive Complexity
LA.8.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
LA.8.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.8.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.8.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.8.1.6.4	The student will categorize key vocabulary and identify salient features;	
LA.8.1.6.5	The student will relate new vocabulary to familiar words;	

- LA.8.1.6.6 The student will distinguish denotative and connotative meanings of words;
- LA.8.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.8.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.8.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;
- LA.8.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- LA.8.1.6.11 The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
- LA.8.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.8.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
- LA.8.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.8.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.8.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

- LA.8.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.8.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
- LA.8.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.8.2.1.1 The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
- LA.8.2.1.2 The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
- LA.8.2.1.3 The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
- LA.8.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
- LA.8.2.1.5 The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
- LA.8.2.1.6 The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;

- LA.8.2.1.7 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
- LA.8.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
- LA.8.2.1.9 The student will describe changes in the English language over time, and support these descriptions with examples of literary texts; and
- LA.8.2.1.10 The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
- LA.8.2.2.1 The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
- LA.8.2.2.2 The student will synthesize and use information from the text to state the main idea or provide relevant details;
- LA.8.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
- LA.8.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
- LA.8.2.2.5 The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction

materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

- LA.8.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.8.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and
- LA.8.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.8.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.8.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
- LA.8.3.2.3 The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.
- LA.8.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.8.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;
- LA.8.3.3.3 The student will revise by creating precision and interest by

elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and

- LA.8.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.8.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
- LA.8.3.4.2 The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);
- LA.8.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;
- LA.8.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
- LA.8.3.4.5 The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.
- LA.8.3.5.1 The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- LA.8.3.5.2 The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
- LA.8.3.5.3 The student will share the writing with the intended audience.

- LA.8.4.1.1 The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and
- LA.8.4.1.2 The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.8.4.2.1 The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
- LA.8.4.2.2 The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
- LA.8.4.2.3 The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
- LA.8.4.2.4 The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
- LA.8.4.2.5 The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks,

streets, and distances, and create an accompanying map.

- LA.8.4.3.1 The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and
- LA.8.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
- LA.8.5.1.1 The student will use fluent and legible handwriting skills.
- LA.8.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
- LA.8.5.2.2 The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
- LA.8.5.2.3 The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);
- LA.8.5.2.4 The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and
- LA.8.5.2.5 The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.
- LA.8.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.8.6.1.2 The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a

situation and justify a decision; and

- LA.8.6.1.3 The student will create a technical manual or solve a problem.
- LA.8.6.2.1 The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
- LA.8.6.2.2 The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
- LA.8.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
- LA.8.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
- LA.8.6.3.1 The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
- LA.8.6.3.2 The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
- LA.8.6.3.3 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
- LA.8.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and

LA.8.6.4.2 The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

CERTIFICATIONS OPTIONS (3)

- Option1: [ENGLISH \(MIDDLE GRADES\) \(GRADES 5 - 9\)](#)
Option2: [MIDDLE GRADES INTEGRATED CURRICULUM \(GRADES 5 - 9\)](#)
Option3: [ENGLISH \(GRADES 6 - 12\)](#)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1001080
Course Title: M/J Language Arts 3, Advanced
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. The course requirements for this advanced course are consistent with M/J Language Arts 3 (1001070). The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, literary, and technical texts for literal, inferential, and evaluative understanding.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

3. Demonstrate understanding of literary characteristics and how they are used in literature and other appropriate texts to convey meaning.

LA.E.1.3.1 identify the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of

people from various backgrounds.

- LA.E.2.3.5 recognize different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, and historical approaches such as how a piece of literature reflects the time period in which it was written.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.2 demonstrate an awareness that language and literature are primary means by which culture is transmitted.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

LA.D.1.3.4 understand that languages change over time.

6. Use listening, viewing, and speaking skills to obtain and convey information and ideas.

- LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
- LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
- LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
- LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
- LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
- LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

7. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
- LA.D.2.3.3 distinguish between emotional and logical argument.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

- LA.D.2.3.6 understand specific ways that mass media can potentially enhance or manipulate information.
- LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

9. Apply reference and study skills for a variety of purposes.

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes,

magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts

Course Number: 1001090

Course Title: M/J Language Arts 3, IB

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. The purpose of the International Baccalaureate Middle Years Programme (IB MYP) is to provide academic rigor and relevance through a comprehensive

curriculum based on the Sunshine State Standards and unique facets of the IB MYP. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design based on the five **Areas of Interaction** (Approaches to Learning, Community and Service, *Homo Faber*, Environment, and Health and Social Education) extends learning within and across the subjects through exploration of real life issues. The Middle Years Programme is designed to provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. The IB MYP Programme goes beyond traditional study skills to incorporate reflection and unit of inquiry (guiding questions) culminating in a personal project that demonstrates the five areas of interaction.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, literary, and technical texts for literal, inferential, and evaluative understanding.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

3. Demonstrate understanding of literary characteristics and how they are used in literature and other appropriate texts to convey meaning.

- LA.E.1.3.1 identify the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.
- LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.
- LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.
- LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.
- LA.E.2.3.5 recognize different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, and historical approaches such as how a piece of literature reflects the time period in which it was written.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

- LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.
- LA.D.1.3.2 demonstrate an awareness that language and literature are primary means by which culture is transmitted.
- LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.
- LA.D.1.3.4 understand that languages change over time.

6. Use listening, viewing, and speaking skills to obtain and convey information and ideas.

- LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
- LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
- LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
- LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
- LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
- LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

7. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
- LA.D.2.3.3 distinguish between emotional and logical argument.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

LA.D.2.3.6 understand specific ways that mass media can potentially enhance or manipulate information.

LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

9. Apply reference and study skills for a variety of purposes.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

LA.A.2.3.8 check the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001300
Course Title: English Skills I
Credit: 1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to enable students to develop fundamental reading and writing skills and strategies to ensure successful literacy experiences.

The content should include, but not be limited to, the following:

- reading strategies to construct meaning
- various literary, informational, and technical texts
- writing process strategies
- speaking, listening, and viewing strategies
- vocabulary acquisition
- impact of language on varied audiences
- characteristics of various literary forms
- critical and aesthetic response to literature
- varied media for basic research

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. Students earning credit in 1001300 - English Skills I may not earn credit in 1001310 - English I, 1001320 - English Honors I, or 1002300 - English I through ESOL.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Select, use, and monitor own reading strategies to construct meaning from a range of literary, informational, and technical texts.

- LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Select and use effective writing process strategies and vocabulary appropriate to varied audiences and types of information being communicated.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing strategies to clarify and interpret meaning in formal and informal discussions and presentations.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Demonstrate awareness of the common characteristics of various literary forms.

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.

5. Demonstrate use of appropriate language for effective oral and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 understand that there are differences among various dialects of English.

6. Respond critically and aesthetically to literature, including fiction, nonfiction, poetry, and drama.

- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to

share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Select and use varied media to retrieve, verify, and understand information.

- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

GENERAL INFORMATION

Course Number: 1001310

Course Path: **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Language Arts](#) » **SubSubject:** [English](#) »

Course Title: English 1

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: English 1

Number of Credits: One credit (1)

Course Length: Year

Course Level: 2

Course Status: Draft - Not Approved

Graduation Requirements: English (EN)

General Notes: (Class including LEP student(s) must use certs appropriate for ESOL courses)
The purpose of this course is to provide students integrated language arts study in reading

RELATED BENCHMARKS (81) :

Scheme	Descriptor	Cognitive Complexity
LA.910.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.910.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.910.1.6.4	The student will categorize key vocabulary and identify salient features;	
LA.910.1.6.5	The student will relate new vocabulary to familiar words;	

- LA.910.1.6.6 The student will distinguish denotative and connotative meanings of words;
- LA.910.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.910.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;
- LA.910.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).
- LA.910.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.910.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
- LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.910.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order,

argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

- LA.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.910.1.7.7 The student will compare and contrast elements in multiple texts; and
- LA.910.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
- LA.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.910.2.1.3 The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
- LA.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
- LA.910.2.1.5 The student will analyze and develop an interpretation of a literary work by describing an authors use of literary

elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);

LA.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;

LA.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

LA.910.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

LA.910.2.1.9 The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and

LA.910.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.910.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
- LA.910.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.910.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.910.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are

substantial, specific, and relevant; and

- LA.910.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
- LA.910.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.910.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
- LA.910.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
- LA.910.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.910.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.910.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
- LA.910.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;

- LA.910.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
- LA.910.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
- LA.910.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.910.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
- LA.910.3.5.3 The student will sharing with others, or submitting for publication.
- LA.910.4.1.1 The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
- LA.910.4.1.2 The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.910.4.2.1 The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
- LA.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
- LA.910.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or

effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

- LA.910.4.2.4 The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
- LA.910.4.2.5 The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
- LA.910.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
- LA.910.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
- LA.910.4.3.2 The student will include persuasive techniques.
- LA.910.5.1.1 The student will use fluent and legible handwriting skills.
- LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
- LA.910.5.2.2 The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
- LA.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for

audience engagement in formal and informal speaking situations;

LA.910.5.2.4 The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and

LA.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

LA.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

LA.910.6.1.2 The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and

LA.910.6.1.3 The student will use the knowledge to create a workplace, consumer, or technical document.

LA.910.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;

LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

LA.910.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and

LA.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and

digital sources, know the associated consequences, and comply with the law.

- LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
- LA.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
- LA.910.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
- LA.910.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
- LA.910.6.4.2 The student will routinely use digital tools for publication, communication and productivity.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001320
Course Title: English Honors I
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literary forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students earning credit in English Honors I may not earn credit in English Skills I, English I, or English I Through ESOL.

The course requirements for this honors course are consistent with English I, Course Number 1001310. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

- 1. Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

2. Use process writing strategies effectively to meet the needs of a variety of audiences, writers, and types of information being communicated.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and take action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Understand the common features of a variety of literary forms.

LA.E.1.4.1 identify the characteristics that distinguish literary forms.

LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.

LA.E.1.4.4 understand the characteristics of major types of drama.

LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

5. Respond critically and aesthetically to literature.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

6. Demonstrate understanding and use of appropriate language for effective visual, oral, and written communication.

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

7. Select and use a variety of electronic media to create, revise, retrieve, and verify information.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001330
Course Title: English Skills II
Credit: 1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to enable students to further develop fundamental reading and writing skills and strategies to ensure successful literacy experiences.

The content should include, but not be limited to, the following:

- reading strategies to construct meaning
- various literary, informational, and technical texts
- writing process strategies
- speaking, listening, and viewing strategies
- vocabulary acquisition
- impact of language on varied audiences
- characteristics of various literary forms
- critical and aesthetic response to literature
- varied media for basic research

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** Students earning credit in 1001330 - English Skills II may not earn credit in 1001340 - English II, 1001350 - English Honors II, or 1002310 English II through ESOL.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Select, use, and monitor own reading strategies to construct meaning from a range of literary, informational, and technical texts.

- LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Select and use effective writing process strategies and vocabulary appropriate to varied audiences and types of information being communicated.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing strategies to clarify and interpret meaning in formal and informal discussions and presentations.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Demonstrate knowledge of the common characteristics of various literary forms.

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.

5. Demonstrate use of appropriate language for effective oral and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 understand that there are differences among various dialects of English.

6. Respond critically and aesthetically to literature, including fiction, nonfiction, poetry, and drama.

- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.E.1.4.2 understand why certain literary works are considered

- classics.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
 - LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
 - LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
 - LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Select and use varied media to retrieve, verify, and understand information.

- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

GENERAL INFORMATION

Course Number: 1001340

Course Path: **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Language Arts](#) » **SubSubject:** [English](#) »

Course Title: English 2

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: English 2

Number of Credits: One credit (1)

Course Length: Year

Course Level: 2

Course Status: Draft - Not Approved

Graduation Requirements: English (EN)

General Notes: (Class including LEP student(s) must use certs appropriate for ESOL courses)
The purpose of this course is to provide students integrated language arts study in reading

RELATED BENCHMARKS (81) :

Scheme	Descriptor	Cognitive Complexity
LA.910.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.910.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.910.1.6.4	The student will categorize key vocabulary and identify salient features;	
LA.910.1.6.5	The student will relate new vocabulary to familiar words;	

- LA.910.1.6.6 The student will distinguish denotative and connotative meanings of words;
- LA.910.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.910.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;
- LA.910.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).
- LA.910.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.910.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
- LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.910.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order,

argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

- LA.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.910.1.7.7 The student will compare and contrast elements in multiple texts; and
- LA.910.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
- LA.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.910.2.1.3 The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
- LA.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
- LA.910.2.1.5 The student will analyze and develop an interpretation of a literary work by describing an authors use of literary

elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);

LA.910.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;

LA.910.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

LA.910.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

LA.910.2.1.9 The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and

LA.910.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
- LA.910.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.910.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
- LA.910.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.910.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.910.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are

substantial, specific, and relevant; and

- LA.910.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
- LA.910.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.910.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
- LA.910.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
- LA.910.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.910.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.910.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
- LA.910.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;

- LA.910.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
- LA.910.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
- LA.910.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.910.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
- LA.910.3.5.3 The student will sharing with others, or submitting for publication.
- LA.910.4.1.1 The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
- LA.910.4.1.2 The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.910.4.2.1 The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
- LA.910.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
- LA.910.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or

effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

- LA.910.4.2.4 The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
- LA.910.4.2.5 The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
- LA.910.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
- LA.910.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
- LA.910.4.3.2 The student will include persuasive techniques.
- LA.910.5.1.1 The student will use fluent and legible handwriting skills.
- LA.910.5.2.1 The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
- LA.910.5.2.2 The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
- LA.910.5.2.3 The student will use appropriate eye contact, body movements, voice register and oral language choices for

audience engagement in formal and informal speaking situations;

LA.910.5.2.4 The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and

LA.910.5.2.5 The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

LA.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

LA.910.6.1.2 The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and

LA.910.6.1.3 The student will use the knowledge to create a workplace, consumer, or technical document.

LA.910.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;

LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

LA.910.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and

LA.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and

digital sources, know the associated consequences, and comply with the law.

- LA.910.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
- LA.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
- LA.910.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
- LA.910.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
- LA.910.6.4.2 The student will routinely use digital tools for publication, communication and productivity.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001350
Course Title: English Honors II
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literary forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students earning credit in English Honors II may not earn credit in English Skills II, English II, or English II Through ESOL.

The course requirements for this honors course are consistent with English II, Course No. 1001340. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

- 1. Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

2. Use process writing strategies effectively to meet the needs of a variety of audiences, writers, and types of information being communicated.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and take action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

- 4. Understand the common features of a variety of literary forms.**
 - LA.E.1.4.1 identify the characteristics that distinguish literary forms.
 - LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
 - LA.E.1.4.4 understand the characteristics of major types of drama.
 - LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- 5. Respond critically and aesthetically to literature.**
 - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
 - LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
 - LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

- 6. Demonstrate understanding and use of appropriate language for effective visual, oral, and written communication.**
 - LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
 - LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

7. Select and use a variety of electronic media to create, revise, retrieve, and verify information.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1001360

Course Title: English Skills III

Credit: 1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to enable students to develop basic reading and writing skills and strategies to ensure successful literacy experiences.

The content should include, but not be limited to, the following:

- reading strategies to construct meaning
- various literary, informational, and technical texts
- writing process strategies
- speaking, listening, and viewing strategies
- vocabulary acquisition
- impact of language on varied audiences
- influence of history, culture, and setting on language
- critical and aesthetic response to literature
- research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. Students earning credit in 1001360 - English Skills III may not earn credit in 1001370 - English III, 1001380 - English Honors III, or 1002320 English III through ESOL.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Select, use, and monitor own reading processes to construct meaning from a range of literary, informational, and technical texts.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

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LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Demonstrate use of effective writing (e.g., format, style, conventions of standard English) to communicate ideas and information.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing strategies to clarify and interpret meaning in formal and informal discussions and presentations.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Select and use appropriate language for effective oral and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

5. Demonstrate awareness of the influence of history, culture, and setting on language in varied texts.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

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6. Respond critically and aesthetically to literature, including fiction, nonfiction, poetry, and drama.

- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

GENERAL INFORMATION

Course Number: 1001370

Course Path: **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Language Arts](#) » **SubSubject:** [English](#) »

Course Title: English 3

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: English 3

Number of Credits: One credit (1)

Course Length: Year

Course Level: 2

Course Status: Draft - Not Approved

Graduation Requirements: English (EN)

General Notes: (Class including LEP student(s) must use certs appropriate for ESOL courses)
The purpose of this course is to provide students integrated language arts study in reading

RELATED BENCHMARKS (81) :

Scheme	Descriptor	Cognitive Complexity
LA.1112.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.1112.1.6.4	The student will categorize key vocabulary and identify salient features;	
LA.1112.1.6.5	The student will relate new vocabulary to familiar words;	

- LA.1112.1.6.6 The student will distinguish denotative and connotative meanings of words;
- LA.1112.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.1112.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.1112.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;
- LA.1112.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
- LA.1112.1.6.11 The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).
- LA.1112.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.1112.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
- LA.1112.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
- LA.1112.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.1112.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order,

argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

- LA.1112.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.1112.1.7.7 The student will compare and contrast elements in multiple texts; and
- LA.1112.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.1112.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
- LA.1112.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.1112.2.1.3 The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
- LA.1112.2.1.4 The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.5 The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry,

novel, drama, short story, essay or editorial;

LA.1112.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

LA.1112.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

LA.1112.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

LA.1112.2.1.9 The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and

LA.1112.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant

details;

- LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
- LA.1112.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.1112.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.1112.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
- LA.1112.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.1112.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.1112.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

- LA.1112.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
- LA.1112.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.1112.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
- LA.1112.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
- LA.1112.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.1112.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.1112.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
- LA.1112.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
- LA.1112.3.4.4 The student will edit for correct use of grammar and

usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and

- LA.1112.3.4.5 The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
- LA.1112.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.1112.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
- LA.1112.3.5.3 The student will sharing with others, or submitting for publication.
- LA.1112.4.1.1 The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.1112.4.2.1 The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
- LA.1112.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;

- LA.1112.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
- LA.1112.4.2.4 The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
- LA.1112.4.2.5 The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
- LA.1112.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
- LA.1112.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
- LA.1112.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
- LA.1112.5.1.1 The student will use fluent and legible handwriting skills.
- LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
- LA.1112.5.2.2 The student will apply oral communication skills in interviews, formal presentations, and impromptu

situations according to designed rubric criteria;

LA.1112.5.2.3 The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;

LA.1112.5.2.4 The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

LA.1112.5.2.5 The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.

LA.1112.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

LA.1112.6.1.2 The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and

LA.1112.6.1.3 The student will use the knowledge to create workplace, consumer, or technical documents.

LA.1112.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;

LA.1112.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

LA.1112.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and

- LA.1112.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
- LA.1112.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
- LA.1112.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
- LA.1112.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
- LA.1112.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
- LA.1112.6.4.2 The student will routinely use digital tools for publication, communication and productivity.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001380
Course Title: English Honors III
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students earning credit in English Honors III may not earn credit in English Skills III, or English III Through ESOL. The emphasis should be on the works of American authors; however literature representative of other cultures may be used to support integrated studies and multicultural emphases.

The course requirements for this honors course are consistent with English III, Course Number 1001370. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

- 1. Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- 2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;

- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1001390

Course Title: English Skills IV

Credit: 1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to enable students to further develop basic reading and writing skills and strategies to ensure successful literacy experiences.

The content should include, but not be limited to, the following:

- reading strategies to construct meaning
- various literary, informational, and technical texts
- writing process strategies
- speaking, listening, and viewing strategies
- vocabulary acquisition
- impact of language on varied audiences
- influence of history, culture, and setting on language
- critical and aesthetic response to literature
- research processes
- development of the English language

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. Students earning credit in 1001390 - English Skills IV may not earn credit in 1001400 - English IV, 1001410 - English Honors IV, or 1002520 English IV through ESOL.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Select, use, and monitor own reading processes to construct meaning from a range of literary, informational, and technical texts.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Demonstrate use of effective writing (e.g., format, style, conventions of standard English) to communicate ideas and information.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing strategies to clarify and interpret meaning in formal and informal discussions and presentations.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and

to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Select and use appropriate language for effective oral and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

5. Demonstrate knowledge of the influence of history, culture, and setting on language in varied texts.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Respond critically and aesthetically to literature, including fiction, nonfiction, poetry, and drama.

7. Use research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

8. Demonstrate awareness of fundamental aspects of the development of the English language.

GENERAL INFORMATION

Course Number: 1001400

Course Path: **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Language Arts](#) » **SubSubject:** [English](#) »

Course Title: English 4

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: English 4

Number of Credits: One credit (1)

Course Length: Year

Course Level: 2

Course Status: Draft - Not Approved

Graduation Requirements: English (EN)

General Notes: (Class including LEP student(s) must use certs appropriate for ESOL courses)
The purpose of this course is to provide students integrated language arts study in reading

RELATED BENCHMARKS (81) :

Scheme	Descriptor	Cognitive Complexity
LA.1112.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.1112.1.6.4	The student will categorize key vocabulary and identify salient features;	
LA.1112.1.6.5	The student will relate new vocabulary to familiar words;	

- LA.1112.1.6.6 The student will distinguish denotative and connotative meanings of words;
- LA.1112.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- LA.1112.1.6.8 The student will identify advanced word/phrase relationships and their meanings;
- LA.1112.1.6.9 The student will determine the correct meaning of words with multiple meanings in context;
- LA.1112.1.6.10 The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
- LA.1112.1.6.11 The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).
- LA.1112.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.1112.1.7.2 The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
- LA.1112.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
- LA.1112.1.7.4 The student will identify cause-and-effect relationships in text;
- LA.1112.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order,

argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

- LA.1112.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.1112.1.7.7 The student will compare and contrast elements in multiple texts; and
- LA.1112.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.1112.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
- LA.1112.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.1112.2.1.3 The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
- LA.1112.2.1.4 The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.5 The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry,

novel, drama, short story, essay or editorial;

LA.1112.2.1.6 The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

LA.1112.2.1.7 The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

LA.1112.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

LA.1112.2.1.9 The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and

LA.1112.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant

details;

- LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
- LA.1112.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.1112.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.1112.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
- LA.1112.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.1112.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.1112.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

- LA.1112.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
- LA.1112.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.1112.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
- LA.1112.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
- LA.1112.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.1112.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.1112.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
- LA.1112.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
- LA.1112.3.4.4 The student will edit for correct use of grammar and

usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and

- LA.1112.3.4.5 The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
- LA.1112.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.1112.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
- LA.1112.3.5.3 The student will sharing with others, or submitting for publication.
- LA.1112.4.1.1 The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.1112.4.2.1 The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
- LA.1112.4.2.2 The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;

- LA.1112.4.2.3 The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
- LA.1112.4.2.4 The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
- LA.1112.4.2.5 The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
- LA.1112.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
- LA.1112.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
- LA.1112.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
- LA.1112.5.1.1 The student will use fluent and legible handwriting skills.
- LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
- LA.1112.5.2.2 The student will apply oral communication skills in interviews, formal presentations, and impromptu

situations according to designed rubric criteria;

- LA.1112.5.2.3 The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
- LA.1112.5.2.4 The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
- LA.1112.5.2.5 The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
- LA.1112.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- LA.1112.6.1.2 The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
- LA.1112.6.1.3 The student will use the knowledge to create workplace, consumer, or technical documents.
- LA.1112.6.2.1 The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
- LA.1112.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
- LA.1112.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and

- LA.1112.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
- LA.1112.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
- LA.1112.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
- LA.1112.6.3.3 The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
- LA.1112.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
- LA.1112.6.4.2 The student will routinely use digital tools for publication, communication and productivity.

Florida Department of Education
COURSE DESCRIPTION – GRADES 9-12, ADULT

Course Title:	English 4: Florida College Prep
Course #:	1001405
Number of Credits:	One Credit (1)
Course Length:	Year
Course Level:	2
Graduation Requirements:	English (EN)

Reading Standards & Benchmarks

Key Ideas and Details

LACC.11-12.R1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LACC.11-12.R1.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LACC.11-12.R.1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

LACC.11-12.R.2.1 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the

meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

LACC.11-12.R.2.2 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole..

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LACC.11-12.R.2.3 Assess how point of view or purpose shapes the content and style of a text.

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

LACC.11-12.R.3.1 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LACC.11-12.R.3.2 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

LACC.11-12.R.3.3 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range and Level of Text Complexity

LACC.11-12.R.4.1 Read and comprehend complex literary and informational texts independently and proficiently.

- a. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- b. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards & Benchmarks

Text Types and Purposes

LACC.11-12.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

LACC.11-12.W.1.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.11-12.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

LACC.11-12.W.1.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.11-12.W.1.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.11-12.W.1.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build Knowledge

LACC.11-12.W.1.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.11-12.W.1.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LACC.11-12.W.1.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 11–12 Reading standards* to literary nonfiction [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

LACC.11-12.W.1.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards & Benchmarks

Comprehension and Collaboration

LACC.11-12.SL.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LACC.11-12.SL.1.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LACC.11-12.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

LACC.11-12.SL.1.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LACC.11-12.SL.1.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LACC.11-12.SL.1.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards & Benchmarks

Conventions in Writing and Speaking

LACC.11-12.L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

LACC.11-12.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly

LACC.11-12.L.1.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed;
- b. apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

LACC.11-12.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LACC.11-12.L.1.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

LACC.11-12.L.1.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001410
Course Title: English Honors IV
Credit: 1.0

Will meet graduation requirements for English**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

- B. Special Note.** Students earning credit in English Honors IV may not earn credit in English Skills IV, English IV, or English IV Through ESOL. The emphasis may be on the works of British authors; however literature representative of other cultures may be used to support integrated studies and multicultural emphases.

The course requirements for this honors course are consistent with English IV, Course Number 1001400. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

- 1. Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- 2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;

- has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- 3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

**Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

Subject Area: Language Arts
Course Number: 1001420
Course Title: Advanced Placement English Language and
Composition
Credit: 1.0

Will meet graduation requirements for English

- A. Major concepts/content.** The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also provides a variety of writing opportunities calling for the use of different styles and tones.

The content should include, but not be limited to, the following:

- the content specified by the Advanced Placement Program

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Recognize and use kinds and levels of diction from the casual to the formal.
2. Use appropriate varieties of sentence structures in writing.
3. Employ logical and functional relationships in sentences within paragraphs and in paragraphs within essays.
4. Comprehend the use of major modes of discourse (narration, description, analysis).
5. Identify and select appropriate aims of discourse (information, persuasion, expression) for specific writing tasks.

6. Recognize and employ various rhetorical strategies in writing.
7. Recognize appropriate relationships among author, audience, and subject and organize written work accordingly.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001430
Course Title: Advanced Placement English Literature and
Composition
Credit: 1.0

Will meet graduation requirements for English

- A. Major concepts/content.** The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience.

The content should include, but not be limited to, the following:

- the content specified by the Advanced Placement Program

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Demonstrate knowledge of connotation, metaphor, irony, syntax, and tone as resources of language.
2. Apply critical standards independently, orally and in writing, to specific literary works.
3. Use effective rhetorical strategies in writing tasks.
4. Write for a variety of purposes, and in a variety of modes and styles.
5. Explain the relationships among styles, subjects, and audiences in writing and in literature.

6. Recognize relationships between literary works and the contemporary experience and/or historical contexts.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001440
Course Title: Business English I
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide instruction in English language arts with emphasis on specific language skills as they relate to various occupations.

The content should include, but not be limited to, the following:

- written personal and business communications
- language study with emphasis on practical applications of standard English mechanics and usage
- vocabulary study with emphasis on specialized vocational terminology
- interpersonal relationships in business environments through the study of literature
- using listening, viewing, and speaking skills to obtain and communicate information and ideas
- using reading strategies to obtain and analyze information from a variety of literary, informational, and technical texts
- using nonprint media for communication

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. None

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Use business vocabulary and effective communication techniques in writing and speaking.

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

2. Use standard written English in the composition of business correspondence and documents.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling

- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

3. Write business documents that require research and documentation.

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

4. Demonstrate knowledge of common business procedures such as managing documents, conferencing, allocating resources, and providing customer service.

- LA.B.2.4.2 organize information using appropriate systems.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

5. **Use literature and other media to explore various careers.**
 - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
 - LA.E.2.4.7 examine a literary selection from several critical perspectives.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

6. **Obtain and analyze information from a variety of literary, informational, and technical documents.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

7. **Use listening, viewing, and speaking skills to obtain and communicate information and ideas.**
 - LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
 - LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

8. Apply critical thinking skills to understand and use nonprint media.

- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001450
Course Title: Business English II
Credit: 1.0

Will meet graduation requirements for English**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide instruction in English language arts with emphasis on business communication, correspondence, and documents.

The content should include, but not be limited to, the following:

- written personal and business communications
- language study with emphasis on practical applications of standard English mechanics and usage
- vocabulary study with emphasis on specialized vocational terminology
- interpersonal relationships in business environments through the study of literature
- using listening, viewing, and speaking skills to obtain and communicate information and ideas
- using reading strategies to obtain and analyze information from a variety of literary, informational, and technical texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. None

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Use business vocabulary and effective communication techniques in writing and speaking.

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

2. Use standard written English in composition of business correspondence and documents.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

3. Write business documents that require research and documentation.

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

4. Demonstrate knowledge of common business procedures such as managing documents, conferencing, allocating resources, and providing customer service.

- LA.B.2.4.2 organize information using appropriate systems.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

5. Relate selected literature, professional journals, and newspapers to business and career concerns.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

6. Obtain and analyze information from a variety of literary, informational, and technical documents.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

- 7. Use listening, viewing, and speaking skills to obtain and communicate information and ideas in business situations.**
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
 - LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
 - LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
 - LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
 - LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
 - LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
 - LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
 - LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001460
Course Title: Applied Communications I
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to develop competence in communication skills within the context of career, workplace, and community.

The content should include, but not be limited to, the following:

- using problem solving skills and research skills primarily in career and occupational contexts
- using reading strategies to obtain and analyze information from a variety of informational and technical texts
- using the writing process to communicate information and ideas with an emphasis on career and occupational tasks
- using listening, viewing, and speaking skills to obtain and communicate information and ideas
- understanding interpersonal relationships in business environments through the study of literature
- using multimedia and electronic tools needed for workplace transactions

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. None

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Obtain and analyze information from a variety of informational and technical documents.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

2. Relate selected literature, professional journals, newsletters, and newspapers to career and occupational concerns.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

3. Apply research and problem solving skills to real-world and work-place tasks.

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

4. Write clearly for a variety of audiences, purposes, and situations.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;

- correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

5. Demonstrate listening and speaking skills and language usage strategies appropriate for a variety of audiences, topics, and purposes related to career and occupational tasks.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

6. Demonstrate understanding and appropriate use of mass and nonprint media to enhance communication for career and occupational tasks.

- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001470
Course Title: Applied Communications II
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to implement a variety of communication skills within the context of career, workplace, and community.

The content should include, but not be limited to, the following:

- using problem solving skills and research skills primarily in career and occupational contexts
- using reading strategies to obtain and analyze information from a variety of informational and technical texts
- using the writing process to communicate information and ideas with an emphasis on career and occupational tasks
- using listening, viewing, and speaking skills to obtain and communicate information and ideas
- understanding interpersonal relationships in business environments through the study of literature
- using multimedia and electronic tools needed for workplace transactions

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. None

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Obtain and analyze information from a variety of informational and technical documents.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

2. Relate selected literature, professional journals, newsletters, and newspapers to career and occupational concerns.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

3. Implement research and problem solving skills in real-world and work-place tasks.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

4. Write clearly for a variety of audiences, purposes, and situations.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

5. Use language, format, and vocabulary appropriate for purpose and audience in communication related to career and occupational tasks.

- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

6. **Demonstrate understanding and appropriate use of electronic and nonprint media for career and occupational tasks.**
 - LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.D.2.4.4 effectively integrate multimedia and technology into presentations.
 - LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1001480
Course Title:	Advanced Communications Methodology
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to refine communication and critical-thinking skills important for success in postsecondary education and employment.

The content should include, but not be limited to, the following:

- research for communication
- principles of effective speaking and debate
- writing and presentation processes
- communication strategies for employment
- analysis and evaluation of communication
- analysis of mass media
- multi-media production

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate knowledge of advanced research skills to prepare and support development of communications.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

2. Demonstrate use of advanced oral communication skills for varied audiences, including identification and application of persuasion techniques.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

3. Demonstrate skills used to prepare for and participate in formal debate.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Demonstrate proficiency in writing and presentation processes for varied audiences and purposes.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;

- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

5. Identify communication strategies needed in varied occupational settings.

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Analyze varied oral (e.g., famous speeches, readings) and visual (e.g., works of art, film, graphic design) presentations as models of effective communication and expression.

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.

7. Critically analyze mass media formats (e.g., newspapers, Internet, television, periodicals) and their impact on history, society, education, and culture.

8. Produce a multi-media presentation using two or more formats (e.g., audio, digital media, video, graphic arts).

- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

COURSE DESCRIPTION – GRADES 9 - 12

Subject Area: Language Arts
Course Number: 1001550
Course Title: AICE English Language
Credit: 1.0

Will meet graduation requirements for English

- A. Major Concepts/Content.** The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

The content should include, but not be limited to, the following:

- Using the writing process for various purposes with attention to style and format
- Using effective listening, speaking, and viewing strategies in informal and formal situations
- Understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole
- Responding critically and aesthetically to fiction and nonfiction
- The content specified by the Advanced International Certificate of Education program

- B. Special Note.** The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

- C. Course Requirements.** These requirements include, but are not limited to, the Benchmarks from the Sunshine State Standards that are most relevant to this Course. Benchmarks correlated with a specific course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Respond to texts by presenting personal impressions, opinions, and predictions of characters, events, ideas, views, emotions and language used in texts as they relate to the student's own cultural background and experience.**

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| LA.A.2.4.3 | describe and evaluate personal preferences regarding fiction and nonfiction. |
| LA.C.1.4.2 | describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentation. |
| LA.E.2.4.6 | recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts. |
| LA.E.2.4.8 | know that people respond differently to texts based on their background knowledge, purpose, and point of view. |

- 2. Interpret and analyze the meaning of texts, discriminating between what is important and what is not important, analyzing the style and intended meaning of the author and the effect of literary elements.**

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| LA.D.2.4.2 | understand the subtleties of literary devices and techniques in the comprehension and creation of communication. |
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- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.

3. Demonstrate understanding of historical, cultural, and geographical influences on authors and texts, by making connections between the targeted texts and other texts, actual people, current events, science, conservation, the arts, politics, history, and various cultures.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.1 analyze the effectiveness of complex elements of plot, such as setting major events, problems, conflicts, and resolutions.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different culture and historical periods.
- LA.E.2.3.4 knows ways in which literature reflects the diverse voices of people from various backgrounds.

4. Analyze and evaluate personal strategies for constructing meaning from text (e.g., reading aloud, discussing, taking notes, underlining) and to become aware of the nature of the statements made by works of literature in order to improve own use of these strategies.

- L.A.B.1.4.4. apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- L.A.B.2.4.8 synthesize information from multiple sources to draw conclusions.
- L.A.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

5. Demonstrate knowledge of writing preparation and technical command of language by using language effectively and precisely and by employing proper grammatical usage, sentence and paragraph structure, spelling and punctuation that are appropriate for the intended purpose.

- L.A.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

- L.A.B.1.4.2 draft and revise writing that
- Is focused, purposeful, and reflects insight in to the writing situation;
 - Has an organizational pattern that provides for a logical progression of ideas;
 - Has effective use of transitional devices that contribute to a sense of completeness;
 - Has support that is substantial, specific, relevant, and concrete;
 - Demonstrates a commitment to and involvement with the subject;
 - Uses creative writing strategies as appropriate to the purpose of the paper;
 - Demonstrates a mature command of language with precision of expression;
 - Has varied sentence structure; and
 - Has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- L.A.B.1.4.3 produces final documents that have been edited for
- Correct spelling;
 - Correct punctuation; including commas, colons, and common use of semicolons;
 - Correct capitalization;
 - Correct sentence formation;
 - Correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - Correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

L.A.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

COURSE DESCRIPTION – GRADES 9 - 12

Subject Area: Language Arts
Course Number: 1001560
Course Title: Pre-AICE English Language
Credit: 1.0

Will meet graduation requirements for English

A. Major Concepts/Content. The purpose of this course is to enable students to communicate accurately, appropriately and effectively in speech and writing. Students will also be able to understand and respond appropriately to what they hear, read and experience. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

The content should include, but not be limited to, the following:

- Using the writing process for various purposes with attention to style and format
- Using effective listening, speaking, and viewing strategies in informal and formal situations
- Understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole
- Responding critically and aesthetically to fiction and nonfiction
- Development in four skill areas: reading and directed writing, continuous writing, language usage, and oral communication as well as the skills of analysis, synthesis, and drawing of inferences.
- The content specified by the Advanced International Certificate of Education program

B. Special Note. The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

C. Course Requirements. These requirements include, but are not limited to, the Benchmarks from the Sunshine State Standards that are most relevant to this Course. Benchmarks correlated with a specific course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Use the reading process effectively.**

LA.A.1 .4.1 selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions,

and previewing, to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.3 refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 applies a variety of response strategies. including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

2. Construct meaning from a wide range of texts.

LA.A.2.4.1 determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determines the authors purpose and point of view and their effects on the text.

LA.A.2.4.3 describes and evaluates personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.5 identifies devices of persuasion and methods of appeal and their effectiveness.

LA.A.2.4.6 selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyzes the validity and reliability of primary source information and uses the information appropriately.

LA.A.2.4.8 synthesizes information from multiple sources to draw conclusions.

3. Use writing processes effectively.

LA.B.1.4.1 selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

LA.B.1.4.2 drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas: has effective use of transitional devices that contribute to a sense of completeness: has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject:uses creative writing strategies as appropriate to the purposes of the paper: demonstrates a mature command

of language with freshness of expression: has varied sentence structure: has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produces final documents that have been edited for:
correct spelling: correct punctuation, including commas, colons, and common use of semicolons: correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect: and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations In both standard and innovative forms.

4. Writes to communicate ideas and information effectively.

- LA.B.2.4.1 writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organizes information using appropriate systems.
- LA.B.2.4.3 writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

5. Understands the nature of language.

- LA.D.1.4.1 applies an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.2 makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 understands that there are differences among various dialects of English.

6. Understands the power of language.

- LA.D.2.4.1 understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.D.2.4.2 understands the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.5 critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information.
- LA.D.2.4.6 understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

Subject Area: Language Arts
Course Number: 1001800
Course Title: English I - Preinternational Baccalaureate
Credit: 1.0
Will meet graduation requirements for English

A. Major concepts/content. The content should include, but not be limited to, the following:

- instruction in the backgrounds and critical analyses of major literary works representing various genres
- composition focusing on use of the writing process in logical and critical modes and including the use of research skills
- vocabulary study, including the determination of Latin and Greek influences on the English language
- advanced vocabulary for college-bound students

B. Special note. Only schools affiliated with International Baccalaureate of North America may offer this course.

C. Course Requirements. After successfully completing this course, the student will:

1. Apply critical reading skills in analyzing literature.
2. Apply word-study skills to determine meanings of advanced vocabulary.
3. Apply conventions of standard written English.
4. Write compositions for a variety of purposes using all stages of the writing process.
5. Analyze representative selections from various genres found in world literature.
6. Make and critique formal oral presentations.
7. Apply reference skills.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001810
Course Title: English II - Preinternational Baccalaureate
Credit: 1.0

Will meet graduation requirements for English

A. Major concepts/content. The content should include, but not be limited to, the following:

- the genres and universal themes found in the literature of the English-speaking world
- advanced literary analysis with applications to composition and discussion
- vocabulary study with focus on preparation for college-entrance examinations

B. Special note. Major projects may include research on a literary topic leading to a thesis paper.

Only schools affiliated with the International Baccalaureate of North America may offer this course.

C. Course Requirements. After successfully completing this course, the student will:

1. Apply critical standards to specific literary works, orally and in writing.
2. Develop proficiency in the writing process.
3. Build an advanced vocabulary.
4. Apply reference skills to literary topics.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1001820
Course Title: English III - International Baccalaureate
Credit: 1.0
Will meet graduation requirements for English

- A. Major concepts/content.** The purpose of this course is to develop independent critical competency in the study of literature and to foster a high level of achievement in writing, reading, and speaking.

The content should include, but not be limited to, the following:

- in-depth study of literary works and authors selected from the International Baccalaureate list of prescribed texts and authors for Language Arts
 - written and oral analyses of literature
 - writings of a more general expository nature leading in some cases to the preparation of an extended essay
 - individually guided course work
- B. Special note.** Students in this course may be preparing for either the higher-level or the subsidiary-level International Baccalaureate examination.
- C. Course Requirements.** After successfully completing this course, the student will:
1. Apply critical standards independently to specific works, orally and in writing.
 2. Write for a variety of purposes and in a variety of modes and styles.
 3. Recognize relationships between the literary works of an author and the historical and cultural contexts in which he wrote.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area : Language Arts
Course Number: 1001830
Course Title: English IV - International Baccalaureate
Credit: 1.0
Will meet graduation requirements for English

- A. Major concepts/content.** The purpose of this course is to develop independent critical competency in the study of literature and to foster a high level of achievement in writing, reading, and speaking.

The content should include, but not be limited to, the following:

- in-depth study of literary works and authors selected from the International Baccalaureate list of prescribed texts and authors for Language A
- written and oral analyses of literature
- writings of a more general expository nature leading in some case to the preparation of an extended essay
- individually guided course work

- B. Special note.** Students in this course may be preparing for either the higher-level or the subsidiary-level International Baccalaureate examination.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Apply critical standards independently to specific works, orally and in writing.
2. Write for a variety of purposes and in a variety of modes and styles.
3. Recognize relationships between the literary works of an author and the historical and cultural contexts in which he wrote.

Course Number: 1001840
Subject Area: Language Arts
Course Title: International Baccalaureate Middle Years English 1 Honors
Credit: 1.0

Will meet graduation requirements for Language Arts

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major concepts/content. The content should include, but not be limited to, the following:

- -instruction in the backgrounds and critical analyses of major literary works representing various genres
- -composition focusing on use of the writing process in logical and critical modes and including the use of research skills
- -vocabulary study, including the determination of Latin and Greek influences on the English language -advanced vocabulary

B. Special Notes: The purpose of the International Baccalaureate Middle Years Programme (IB MYP) is to provide academic rigor and relevance through a comprehensive curriculum based on the Sunshine State Standards and unique facets of the IB MYP. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instruction in this course is through the Areas of Interaction and uses the MYP assessment criteria.

The Middle Years Programme is designed to provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. The IB MYP Programme goes beyond traditional study skills to incorporate reflection and unit of inquiry culminating in a personal project that demonstrates the five areas of interaction.

Only schools authorized to present the International Baccalaureate Middle Years Programme may offer this course.

C. Course Requirements. After successfully completing this course, the student will demonstrate proficiency on the following Sunshine State Standards:

1. Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.
 - LA.A.1.4.1 select and use pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
2. Use process writing strategies effectively to meet the needs of a variety of audiences, writers, and types of information being communicated.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;

- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems. LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and take action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate non-print media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of

nonverbal cues used in non-print media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Understand the common features of a variety of literary forms.

5. Respond critically and aesthetically to literature.

6. Demonstrate understanding and use of appropriate language for effective visual, oral, and written communication.

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme,

rhythm, repetition, and alliteration.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

7. Select and use a variety of electronic media to create, revise, retrieve, and verify information.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.2 organize information using appropriate systems. LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Course Number: 1001845
Subject Area: Language Arts
Course Title: International Baccalaureate Middle Years English 2, Honors
Credit: 1.0

A. Major concepts/content. The content should include, but not be limited to, the following:

- the genres and universal themes found in the literature of the English-speaking world -advanced literary analysis with applications to composition and discussion -vocabulary study with focus on preparation for college-entrance examinations
- Instruction is through the Areas of Interaction and assessment is based on the MYP assessment criteria

B. Special note. Major projects may include research on a literary topic leading to a thesis paper.

The purpose of the International Baccalaureate Middle Years Programme (IB MYP) is to provide academic rigor and relevance through a comprehensive curriculum based on the Sunshine State Standards and unique facets of the IB MYP. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instruction in this course is through the Areas of Interaction and uses the MYP assessment criteria.

The Middle Years Programme is designed to provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. The IB MYP Programme goes beyond traditional study skills to incorporate reflection and unit of inquiry culminating in a personal project that demonstrates the five areas of interaction.

Only schools authorized by the International Baccalaureate of North America to present the International Baccalaureate Middle Years Program may offer this course.

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.

LA.A.1.4.1 select and use pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating

- questions, and previewing to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately. LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

2. Use process writing strategies effectively to meet the needs of a variety of audiences, writers, and types of information being communicated.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and

spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and take action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Understand the common features of a variety of literary forms.

5. Respond critically and aesthetically to literature.

6. Demonstrate understanding and use of appropriate language for effective visual, oral, and written communication.

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

7. Select and use a variety of electronic media to create, revise, retrieve, and verify information.

- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1002000
Course Title: M/J Language Arts 1 Through ESOL
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** The course requirements are consistent with MJ Language Arts 1, Course Number 1001010. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.
- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, literary, and technical selections for literal, inferential, and interpretive meaning.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

3. Identify the characteristics and elements of literary selections and other appropriate texts.

LA.E.1.3.2 recognize complex elements of plot, including setting, character development, conflicts, and resolutions.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.1.3.5 identify common themes in literature.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.1.3.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation;

conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;

demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

1 Use listening, viewing, and speaking skills to obtain and convey information and ideas.

2 Select and use appropriate language for effective visual, oral, and written communication.

LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
- LA.D.2.3.3 distinguish between emotional and logical argument.

7. Apply reference, study, and test-taking skills.

- LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.
- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.
- LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.

8. Explore personal interests in written, oral and visual communication.

- LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.
- LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
- LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.
- LA.E.2.3.6 identify specific questions of personal importance and seek to answer them through literature.
- LA.E.2.3.7 identify specific interests and the literature that will satisfy those interests.
- LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area:	Language Arts
Course Number:	1002010
Course Title:	M/J Language Arts 2 Through ESOL
Course Length:	1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. The course requirements are consistent with MJ Language Arts 2, Course Number 1001040. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

C. Course Requirements. These requirements include the benchmarks from the

Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, technical, and literary selections for literal, inferential, and interpretive meaning.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.4 know how mood or meaning is conveyed in poetry (e.g., word choice such as dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm).

LA.E.1.3.5 identify common themes in literature.

LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

3. Demonstrate knowledge of the characteristics and elements of literary selections and other appropriate texts.

LA.E.1.3.2 recognize complex elements of plot, including setting, character development, conflicts, and resolutions.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

5. Use listening, viewing, and speaking skills to obtain and convey information and ideas.

LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and

clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

6. Select and use appropriate media tools for effective visual, oral, and written communication.

LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

LA.D.2.3.5 incorporate audiovisual aids in presentations.

7. Select and use appropriate language for effective visual, oral, and written communication.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

LA.D.2.3.3 distinguish between emotional and logical argument.

8. Apply reference, study, and test-taking skills.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area:	Language Arts
Course Number:	1002020
Course Title:	M/J Language Arts 3 Through ESOL
Course Length:	1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. The course requirements are consistent with MJ Language Arts 3, Course Number 1001070. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, literary, and technical texts for literal, inferential, and evaluative understanding.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

3. Demonstrate understanding of literary characteristics and how they are used in literature and other appropriate texts to convey meaning.

LA.E.1.3.1 identify the defining characteristics of classic literature, such as timelessness, deal with universal themes and experiences, and communicate across cultures.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

LA.E.2.3.5 recognize different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, and historical

approaches such as how a piece of literature reflects the time period in which it was written.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
has few, if any, convention errors in mechanics, usage, and punctuation;

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.2 demonstrate an awareness that language and literature are primary means by which culture is transmitted.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

LA.D.1.3.4 understand that languages change over time.

6. Use listening, viewing, and speaking skills to obtain information and to convey and ideas.

LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

7. Select and use appropriate language for effective visual, oral, and written communication.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

LA.D.2.3.3 distinguish between emotional and logical argument.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

LA.D.2.3.6 understand specific ways that mass media can potentially enhance or manipulate information.

LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

9. Apply reference and study skills for a variety of purposes.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative

- decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area:	Language Arts
Course Number:	1002180
Course Title:	M/J Developmental Language Arts Through ESOL
Course Length:	1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students who are native speakers of languages other than English to develop basic reading, writing, listening, and speaking skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas.

The content should include, but not be limited to, the following:

- vocabulary for informal and formal conversation
- listening and speaking skills
- major literary forms
- reading and writing skills
- study skills and learning strategies

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may be repeated by a student if, on subsequent offerings, the required level of proficiency increases.

Students are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities.

The classroom environment should encourage communication and the use of reading and writing as communicative tools to reflect the connection between oral and written language.

Students are given the opportunity to focus on various language forms, skills, and strategies in order to support the process of language acquisition and the learning of concepts. Academic language and cognitive development are provided within a supportive environment. Study skills and learning strategies are actively taught in all subject areas and students are empowered with the use of English as a tool to accomplish meaningful tasks.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Demonstrate use of appropriate vocabulary in formal and informal conversation in English.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.2.3.2

use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

2. Demonstrate awareness of common features of major literary forms.

- LA.E.1.3.2 recognize complex elements of plot, including setting, character development, conflicts and resolutions.
- LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.
- LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.
- LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

3. Demonstrate use of basic reading skills to enhance comprehension.

- LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.
- LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

4. Demonstrate use of basic writing skills (i.e., conventions of standard English and complex sentence structure).

- LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.1.3.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - conveys a sense of completeness and wholeness with adherence to the main idea;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has support that is substantial, specific, relevant, concrete, and/or illustrative;
 - demonstrates a commitment to and an involvement with the subject;
 - has clarity in presentation of ideas;
 - uses creative writing strategies appropriate to the purpose of the paper;
 - demonstrates a command of language (word choice) with freshness of expression;
 - has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
 - has few, if any, convention errors in mechanics, usage, and punctuation.
- LA.B.1.3.3 produce final documents that have been edited for correct spelling;

correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.
- LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

5. Demonstrate use of basic study skills and learning strategies to enhance comprehension and communication.

- LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.
- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1002181
Course Title: M/J Developmental Language Arts - Reading
Course Length: 1 year

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the middle grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.

- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs)

may be downloaded from the DOE website at the following address: <http://www.fldoe.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.

2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.

3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through

critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1002300
Course Title: English I Through ESOL
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literary forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students earning credit in English I Through ESOL may not earn credit in English Skills I, English I, or English Honors I.

The course requirements are consistent with English I, Course Number 1001310. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

- 1. Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

2. Use process writing strategies effectively to meet the needs of a variety of audiences, writers, and types of information being communicated.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and take action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

- 4. Understand the common features of a variety of literary forms.**
 - LA.E.1.4.1 identify the characteristics that distinguish literary forms.
 - LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
 - LA.E.1.4.4 understand the characteristics of major types of drama.
 - LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- 5. Respond critically and aesthetically to literature.**
 - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
 - LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
 - LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

- 6. Demonstrate understanding and use of appropriate language for effective visual, oral, and written communication.**
 - LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
 - LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

7. Select and use a variety of electronic media to create, revise, retrieve, and verify information.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1002310
Course Title: English II Through ESOL
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literary forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students earning credit in English II Through ESOL may not earn credit in English Skills II, English II, or English Honors II.

The course requirements are consistent with English II, Course Number 1001340. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

- 1. Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

2. Use process writing strategies effectively to meet the needs of a variety of audiences, writers, and types of information being communicated.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- 3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and take action in career-related situations.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

- 4. Understand the common features of a variety of literary forms.**
 - LA.E.1.4.1 identify the characteristics that distinguish literary forms.
 - LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
 - LA.E.1.4.4 understand the characteristics of major types of drama.
 - LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- 5. Respond critically and aesthetically to literature.**
 - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
 - LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
 - LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

- 6. Demonstrate understanding and use of appropriate language for effective visual, oral, and written communication.**
 - LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
 - LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

7. Select and use a variety of electronic media to create, revise, retrieve, and verify information.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1002320
Course Title: English III Through ESOL
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students earning credit in English III Through ESOL may not earn credit in English Skills III, English III, or English Honors III. The emphasis should be on the works of American authors; however literature representative of other cultures may be used to support integrated studies and multicultural emphases.

The course requirements are consistent with English III, Course Number 1001370. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

- 1. Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.**

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- 2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;

- has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- 3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1002380
Course Title:	Developmental Language Arts Through ESOL
Credit:	Multiple

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas.

The content should include, but not be limited to, the following:

- vocabulary for formal and informal conversation
- reading and writing skills
- integrated communication skills for school and work

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may be repeated by a student if, on subsequent offerings, the required level of proficiency increases.

Students are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities.

The classroom environment should encourage communication and the use of reading and writing as communicative tools to reflect the connection between oral and written language.

Students are given the opportunity to focus on various language forms, skills, and strategies in order to support the process of language acquisition and the learning of concepts. Academic language and cognitive development are provided within a supportive environment. Study skills and learning strategies are actively taught in all subject areas and students are empowered with the use of English as a tool to accomplish meaningful tasks.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Demonstrate use of appropriate vocabulary in formal and informal conversation.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

2. Demonstrate use of reading comprehension skills to identify themes, elements, and qualities in major literary genres and informational texts.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.E.1.4.1 identify the characteristics that distinguish literary forms.

LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

3. Demonstrate proficient use of all elements of the writing process, including use of complex structures in sentence writing.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

4. Demonstrate use of listening and speaking skills to respond effectively to varied oral and written communications.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

5. Demonstrate proficient use of listening, speaking, reading, and writing skills in school- and work-related situations.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1002381

Course Title: 9-12 Developmental Language Arts - Reading

Course Length: 36 weeks

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the high school, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be

provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.

- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, 6-8, 9-12 or a mixture of the four, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.
2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.
3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.4.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.4.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis. LA.A.2.4.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.4.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.4.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.4.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.4.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.
9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.4.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.4.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.4.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.4.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.4.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.4.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.4.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.4.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.4.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1002520
Course Title: English IV Through ESOL
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

- B. Special Note.** Students earning credit in English IV Through ESOL may not earn credit in English Skills IV, English IV, or English Honors IV. The emphasis may be on the works of British authors; however literature representative of other cultures may be used to support integrated studies and multicultural emphases.

The course requirements are consistent with English IV, Course Number 1001400. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

- C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

- 1. Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.**

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- 2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;

- demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- 3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1004300
Course Title:	Semantics and Logic
Credit:	0.5

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to acquire knowledge of the principles of semantics and logic and apply them through integrated educational experiences in the language arts strands.

The content should include, but not be limited to, the following:

- fact and opinion
- common logical fallacies
- techniques of persuasion
- inductive and deductive reasoning
- logical processes
- semantic concepts of language
- power of language
- analysis of literary and informational texts
- critical and aesthetic response

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate knowledge of the distinction between fact and opinion.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

2. Identify and analyze common logical fallacies.

3. Recognize, analyze, and demonstrate common techniques of persuasion.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

4. Demonstrate use of varied forms of inductive and deductive reasoning.

5. Analyze and use principles of logic in oral and written language.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

6. Recognize and use major semantic concepts of language (e.g., connotation, sensory and figurative language) in a range of literary, informational, and technical texts.

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

7. **Demonstrate understanding of the power of language as it impacts readers, writers, listeners, and speakers.**
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
 - LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
 - LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

8. **Respond critically and aesthetically to literary and informational text through spoken and written communication.**
 - LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.7 examine a literary selection from several critical perspectives.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1005300
Course Title: World Literature
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of world literature through integrated educational experiences in the language arts strands. Emphasis will be on representative literature of various cultures and world literary movements from ancient times to the present, including fiction, nonfiction, poetry, and drama chosen on the basis of relationships to contemporary cultural, social, and literary ideas and concerns.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature
- analysis of literature from varied cultures and literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

- critical and aesthetic response
- research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of effective reading strategies to construct meaning from a range of representative world literature and related topics.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Demonstrate knowledge of various elements of world literature (e.g., theme, plot, setting, point of view, symbolism, character development).

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

3. Compare and contrast various aspects of works of world literature (e.g., author, genre, style, historical and cultural context).

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. Select and demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.

8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1005310
Course Title: American Literature
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of American literature through integrated educational experiences in the language arts strands. Emphasis will be on representative American literature, with its varied cultural influences, from the Colonial Period to the present, highlighting the major genres, themes, subjects, and historical influences associated with each literary period.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature
- analysis of literature from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

- critical and aesthetic response
- research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of effective reading strategies to construct meaning from a range of representative American literature and related topics.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Demonstrate knowledge of various elements of American literature (e.g., theme, plot, setting, point of view, symbolism, character development).

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

3. Compare and contrast various aspects of works of American literature (e.g., author, genre, style, historical and cultural context).

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. Select and demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.

8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1005320
Course Title: British Literature
Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of British literature through integrated educational experiences in the language arts strands. Emphasis will be on representative works of Great Britain from the Anglo-Saxon Period to the present, highlighting the major genres, themes, subjects, and historical influences associated with each literary period.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature
- analysis of literature from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

- critical and aesthetic response
- research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of effective reading strategies to construct meaning from a range of representative British literature and related topics.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Demonstrate knowledge of various elements of British literature (e.g., theme, plot, setting, point of view, symbolism, character development).

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

3. Compare and contrast various aspects of works of British literature (e.g., author, genre, style, historical and cultural context).

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. Select and demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.

8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1005330
Course Title: Contemporary Literature
Credit: 0.5

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of contemporary literature through integrated educational experiences in the language arts strands. Emphasis will be on works of major contemporary authors, representing various cultures, whose writings reflect the characteristics, problems, and themes of modern culture and society.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature
- analysis of contemporary literature
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

- critical and aesthetic response
- research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of effective reading strategies to construct meaning from a range of representative contemporary literature and related topics.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Demonstrate knowledge of various elements of contemporary literature (e.g., theme, plot, setting, point of view, symbolism, character development).

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

3. Compare and contrast various aspects of works of contemporary literature (e.g., author, genre, style, historical and cultural context).

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. Select and demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.

8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1005340
Course Title: Classical Literature
Credit: 0.5

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of classical literature through integrated educational experiences in the language arts strands. Emphasis will be on the literary influences on cultures and societies from ancient Greece to the Reformation, including humanity's search for values, a place in society, political and religious identity, and aesthetic expression.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature
- analysis of classical literature
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

- critical and aesthetic response
- research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of effective reading strategies to construct meaning from a range of representative classical literature and related topics.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

2. Demonstrate knowledge of various elements of classical literature (e.g., theme, plot, setting, point of view, symbolism, character development).

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

3. Compare and contrast various aspects of works of classical literature (e.g., author, genre, style, historical and cultural context).

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. Select and demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.

8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1005350
Course Title:	Literature and the Arts I
Credit:	0.5

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of representative works of literature and related visual and performing arts from antiquity through the Renaissance.

The content should include, but not be limited to, the following:

- representative works of literature and related arts
- reading, listening, and viewing to construct meaning
- elements of literature
- literary characteristics reflective of historical and cultural context
- expression of ideas and beliefs in literature and the arts
- analysis of literature and the arts from varied literary periods
- critical and aesthetic response

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** 1005350 - Literature and the Arts I and 1005360 - Literature and the Arts II should be considered independent courses with neither prerequisite to the other.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of effective reading, listening, and viewing strategies to construct meaning from a range of representative literature and related visual and performing arts exemplars.**
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

- 2. Demonstrate knowledge of varied elements (e.g., theme, plot, setting, point of view, symbolism, character development) in the literature studied.**
 - LA.E.1.4.1 identify the characteristics that distinguish literary forms.

- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

3. Identify characteristics in literature and the visual and performing arts that reflect their historical and cultural contexts in the periods studied.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, *film*, and *television*).
- VA.C.1.4.1 understand how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.
- VA.C.1.4.2 understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

4. Demonstrate understanding of literature and the visual and performing arts as vehicles for expression of varied ideas and beliefs in the periods studied.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- VA.B.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

5. **Compare and contrast varied aspects of selected exemplars of literature and the visual and performing arts (e.g., characteristics, style, historical context) within and among the periods studied.**
 - LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - MU.C.1.4.1 describe and classify *unfamiliar* music according to style, period, *composer*, culture, or *performer*.

6. **Respond critically and aesthetically to selected exemplars of literature (e.g., fiction, nonfiction, poetry, drama) and the visual and performing arts.**
 - LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
 - LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
 - LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
 - LA.E.2.4.7 examine a literary selection from several critical perspectives.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - VA.B.1.4.3 understand some of the implications of intentions and purposes in particular works of art.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1005360
Course Title:	Literature and the Arts II
Credit:	0.5

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of representative works of literature and related visual and performing arts from post-Renaissance through the modern era.

The content should include, but not be limited to, the following:

- representative works of literature and related arts
- reading, listening, and viewing to construct meaning
- elements of literature
- literary characteristics reflective of historical and cultural context
- expression of ideas and beliefs in literature and the arts
- analysis of literature and the arts from varied literary periods
- critical and aesthetic response

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** 1005350 - Literature and the Arts I and 1005360 - Literature and the Arts II should be considered independent courses with neither prerequisite to the other.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate use of effective reading, listening, and viewing strategies to construct meaning from a range of representative literature and related visual and performing arts exemplars.**
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

- 2. Demonstrate knowledge of varied elements (e.g., theme, plot, setting, point of view, symbolism, character development) in the literature studied.**
 - LA.E.1.4.1 identify the characteristics that distinguish literary forms.

- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

3. Identify characteristics in literature and the visual and performing arts that reflect their historical and cultural contexts in the periods studied.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).
- VA.C.1.4.1 understand how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.
- VA.C.1.4.2 understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

4. Demonstrate understanding of literature and the visual and performing arts as vehicles for expression of varied ideas and beliefs in the periods studied.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- VA.B.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

5. **Compare and contrast varied aspects of selected exemplars of literature and the visual and performing arts (e.g., characteristics, style, historical context) within and among the periods studied.**
 - LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - MU.C.1.4.1 describe and classify *unfamiliar* music according to style, period, *composer*, culture, or *performer*.

6. **Respond critically and aesthetically to selected exemplars of literature (e.g., fiction, nonfiction, poetry, drama) and the visual and performing arts.**
 - LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
 - LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
 - LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
 - LA.E.2.4.7 examine a literary selection from several critical perspectives.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.
 - MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
 - VA.B.1.4.3 understand some of the implications of intentions and purposes in particular works of art.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12

Subject Area: Language Arts
Course Number: 1005365
Course Title: Literature in the Media
Credit: 1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content: The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (printed) literary texts and non-traditional (multi-media) texts. The content should include, but not be limited to, the following:

- Representative works of literature and related multi-media
- Reading, listening, and viewing to construct meaning
- Elements of literature
- Elements of specific multi-media (e.g., film, television, cartoons, graphic novels, advertisements, commercials)
- Literary characteristics reflective of cultural context
- Expression of ideas and beliefs in literary texts
- Critical and aesthetic responses
- Personal and social benefits

B. Special Note: Literature in the Media should be considered independent courses with neither prerequisite to the other.

C. Course Requirements: These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. The portions printed in italic type are not required for this course.

Course Number: 1005365 – Literature in the Media

After successfully completing this course, the student will:

1. Demonstrate use of effective reading, listening, and viewing strategies to construct meaning from a range of related traditional and non traditional literary texts.

LA.A.1.4.4 Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 Determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 Determine the author's purpose and point of view and their effects on the text.

LA.C.1.4.1 Select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 Describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.4 Identify bias, prejudice, or propaganda in oral messages.

L.A.C.2.4.1 Determine main concept and supporting details in order to analyze and evaluate non-print media messages.

LA.C.3.4.1 Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.3 Use details, illustrations, analogies, and visuals aids to make oral presentations that inform, persuade, or entertain.

2. Demonstrate knowledge of varied literary elements (e.g., theme, plot, setting, point of view, symbolism, character development) in the texts studied.

Course Number: 1005365 – Literature in the Media

- LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.
 - LA.E.1.4.1 Identify the characteristics that distinguish literary forms.
 - LA.E.1.4.3 Identify universal themes prevalent in the literature of all cultures.
 - LA.E.2.4.2 Understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
 - TH.A.3.4.1 Use scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
 - TH.B.1.4.1 Understand how actors, directors, and designers create and refine dialogue and state directions that convey the playwright's intent.
 - VA.A.1.4.3 Know how the elements of art and the principles of design can be used to solve specific art problems.
 - VA.A.1.4.4 Use effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three dimensional works of art.
 - VA.B.1.4.2 Understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
- 3. Identify the basic elements of traditional storytelling and apply them to non-traditional texts by creating a non-traditional adaptation of a traditional literary text.**
- TH.A.3.4.1 Use scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
 - TH.B.1.4.1 Understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.
 - LA.B.1.4.1 Select and use appropriate pre-writing strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.2.4.2 Organize information using appropriate systems.
 - LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

Course Number: 1005365 – Literature in the Media

LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

LA.C.3.4.3 Use details, illustrations, analogies, and visual aids to make oral (written/visual) presentations that inform, persuade, or entertain.

VA.A.1.4.1 Use two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination.

4. Identify characteristics in traditional and non-traditional literary texts reflect their historical and cultural contexts in the periods studied.

LA.E.1.4.2 Understand why certain literary works are considered classics.

MU.E.1.4.2 Understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

TH.C.1.4.1 Understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).

VA.C.1.4.1 Understand how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of media texts.

VA.C.1.4.2 Understand how recognized artists representing a variety of media recorded, affected, or influenced change in a historical, cultural, or religious context.

5. Demonstrate understanding of traditional and non-traditional literacy texts as vehicles for expression of varied ideas and beliefs.

LA.D.1.4.1 Apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.

VA.B.1.4.2 Understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

Course Number: 1005365 – Literature in the Media

6. Compare and contrast varied aspects of selected exemplars of traditional and non-traditional literacy texts (e.g., characteristics, style, historical context).

LA.E.1.4.5 Understands the different stylistic, thematic, and technical qualities present in the literature and media of different cultures and historical periods.

LA.E.2.4.5 Analyze the relationships among author's style, literary form, and intended impact on the reader.

MU.C.1.4.1 Describe and classify unfamiliar music according to style, period, composer, culture, or performer.

7. Respond critically and aesthetically to selected exemplars of traditional and non-traditional literary texts using analytical vocabulary in verbal and written form effectively through the critique process.

LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.

LA.E.2.4.3 Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.6 Recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 Examine a literary selection from several critical perspectives.

LA.E.2.4.8 Know that people respond differently to texts based on their background knowledge, purpose, and point of view.

MU.D.1.4.3 Understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

VA.B.1.4.3 Understand some of the implications of intentions and purposes in particular works of art.

Course Number: 1005365 – Literature in the Media

VA.C.1.4.1 Understand how society, cultural, ecological, economic, religious and political conditions influence the function, meaning, and execution of works of art.

VA.C.1.4.2 Understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

VA.D.1.4.1 Understand and determine the differences between the artist's intent and public interpretation through valuative criteria and judgment.

COURSE DESCRIPTION – GRADES 9 - 12

Subject Area: Language Arts
Course Number: 1005370
Course Title: AICE English Literature I
Credit: 1.0
Will meet graduation requirements for English

Basic assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to engage students in the careful reading and critical analysis of imaginative literature of various styles, genres, and periods, thus developing independent critical competency in the study of literature and fostering a high level of achievement in reading, writing, and speaking. Students will also acquire an understanding of the resources of the language and of the writer's craft.

The content should include, but not be limited to the following:

- completing an in-depth study of literary works and authors selected from the Advanced International Certificate of Education list of prescribed texts and authors for Literature in English
- Using an in-depth reading process to construct meaning using technical, informative, and imaginative texts
- Using the writing process for various purposes with attention to style and format
- Using the research process and individual inquiry to locate, analyze, and evaluate information
- Using effective listening, speaking, and viewing strategies in informal and formal situations
- Understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole
- Understanding and analyzing literary texts with a focus on particular structures, styles, themes, and literary techniques
- Responding critically and aesthetically to fiction and nonfiction
- Understanding the content of literary texts as they relate to history and society

- B. Special Note.** The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

- C. Course Requirements.** These requirements include, but are not limited to, the Benchmarks from the Sunshine State Standards that are most relevant to this Course. Benchmarks correlated with a specific course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Respond to texts by presenting personal impressions, opinions, and predictions of characters, events, ideas, views, emotions and language**

used in texts as they relate to the student's own cultural background and experience.

- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.C.1.4.2 describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentation.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

2. Interpret and analyze the meaning of texts, discriminating between what is important and what is not important, analyzing the style and intended meaning of the author and the effect of literary elements.

- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.

3. Demonstrate understanding of historical, cultural, and geographical influences on authors and texts, by making connections between the targeted texts and other texts, actual people, current events, science, conservation, the arts, politics, history, and various cultures.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.1 analyze the effectiveness of complex elements of plot, such as setting major events, problems, conflicts, and resolutions.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different culture and historical periods.
- LA.E.2.3.4 knows ways in which literature reflects the diverse voices of people from various backgrounds.

4. Analyze and evaluate personal strategies for constructing meaning from text (e.g., reading aloud, discussing, taking notes, underlining) and to become aware of the

nature of the statements made by works of literature in order to improve own use of these strategies.

- L.A.B.1.4.4. apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- L.A.B.2.4.8 synthesize information from multiple sources to draw conclusions.
- L.A.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

5. Demonstrate knowledge of writing preparation and technical command of language by using language effectively and precisely and by employing proper grammatical usage, sentence and paragraph structure, spelling and punctuation that are appropriate for the intended purpose.

- L.A.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- L.A.B.1.4.2 draft and revise writing that
- Is focused, purposeful, and reflects insight in to the writing situation;
 - Has an organizational pattern that provides for a logical progression of ideas;
 - Has effective use of transitional devices that contribute to a sense of completeness;
 - Has support that is substantial, specific, relevant, and concrete;
 - Demonstrates a commitment to and involvement with the subject;
 - Uses creative writing strategies as appropriate to the purpose of the paper;
 - Demonstrates a mature command of language with precision of expression;
 - Has varied sentence structure; and
 - Has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- L.A.B.1.4.3 produces final documents that have been edited for
- Correct spelling;
 - Correct punctuation; including commas, colons, and common use of semicolons;
 - Correct capitalization;
 - Correct sentence formation;
 - Correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - Correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- L.A.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization

COURSE DESCRIPTION – GRADES 9-12

Subject Area:	Language Arts
Course Number:	1009375
Course Title:	AICE English Literature II
Credit:	1.0

Will meet graduation requirement for English

For complete AICE-approved syllabus for this course:

http://www.cie.org.uk/qualifications/academic/uppersec/alevel/subject?assdef_id=744

Basic assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout the students' learning experiences.
- Benchmarks for the World Class Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to encourage an appreciation of, and an informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures. Students will develop the interdependent skills of reading, analysis and communication. Students will also develop effective and appropriate communication through wider reading and an understanding of how reading may contribute to personal development.

The content should include, but not be limited to the following:

- Completing an in-depth study of literary works and authors selected from the Advanced International Certificate of Education list of prescribed texts and authors for Literature in English
- Using an in-depth reading process to construct meaning using technical, informative, and imaginative texts
- Using the writing process for various purposes with attention to style and format
- Using the research process and individual inquiry to locate, analyze, and evaluate information
- Using effective listening, speaking and viewing strategies in informal and formal situations
- Understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole

- Understanding and analyzing literary texts with a focus on particular structures, styles, themes, and literary techniques
- Responding critically and aesthetically to fiction and nonfiction
- Understanding the content of literary texts as they relate to history and society

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. The course requirements contained in this course description are designed for a one-credit course. This is designed to follow on AICE English Literature I as a staged route to an Advanced Level (A Level) qualification by first taking an Advanced Subsidiary (AS Level) examination. The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by University of Cambridge International Examinations. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

C. After successfully completing this course, the student will:

- 1. Respond to texts in the three main forms (Prose, Poetry, and Drama) of different types and from different cultures.**
- 2. Understand the ways in which writers' choices of form, structure, and language shape meanings.**
- 3. Communicate clearly the knowledge, understanding, and insight appropriate to literary study.**
- 4. Appreciate and discuss varying opinions of literary works.**

COURSE DESCRIPTION – GRADES 9 - 12

Subject Area: Language Arts
Course Number: 1005380
Course Title: Pre-AICE English Literature
Credit: 1.0

Will meet graduation requirements for English

A. Major Concepts/Content. The purpose of this course is to enable students to communicate accurately, appropriately and effectively in speech and writing. Students will also be able to understand and respond imaginatively to what they hear, read and experience in a variety of media. Students will study in detail texts from a variety of genre to include poetry, prose and drama. The selections will explore areas of universal human concern, thus leading to a greater understanding of themselves and others.

The content should include, but not be limited to, the following:

- Completing an in-depth study of literary works and authors selected from the International General Certificate of Secondary Education (IGCSE), the pre-AICE program, list of prescribed texts and authors for Literature in English.
- Understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole
- Knowledge with understanding: enabling students to acquire first-hand knowledge of the content of literary texts: understand the literal meanings of texts and the contexts of those meanings.
- Critical interpretation: understanding literary texts beyond their literal meanings in terms of the issues and attitudes they raise; recognize and appreciate ways in which writers use language to create their effects of narration, description, characterization and literary structure.
- The content specified by the Advanced International Certificate of Education program

B. Special Note. The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

C. Course Requirements. These requirements include, but are not limited to, the Benchmarks from the Sunshine State Standards that are most relevant to this Course. Benchmarks correlated with a specific course requirements as appropriate.

After successfully completing this course, the student will:

1. Use the reading process effectively.

- LA.A.1.4.1 selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.2 selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- LA.A.1.4.3 refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 applies a variety of response strategies. including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

2. Construct meaning from a wide range of texts.

- LA.A.2.4.1 determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determines the authors purpose and point of view and their effects on the text.
- LA.A.2.4.3 describes and evaluates personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.5 identifies devices of persuasion and methods of appeal and their effectiveness.
- LA.A.2.4.6 selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyzes the validity and reliability of primary source information and uses the information appropriately.
- LA.A.2.4.8 synthesizes information from multiple sources to draw conclusions.

3. Use writing processes effectively.

- LA.B.1.4.1 selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

- LA.B.1.4.2 drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas: has effective use of transitional devices that contribute to a sense of completeness: has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject: uses creative writing strategies as appropriate to the purposes of the paper: demonstrates a mature command of language with freshness of expression: has varied sentence structure: has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produces final documents that have been edited for: correct spelling: correct punctuation, including commas, colons, and common use of semicolons: correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect: and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

4. Writes to communicate ideas and information effectively.

- LA.B.2.4.1 writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organizes information using appropriate systems.
- LA.B.2.4.3 writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

5. Understands the common features of a variety of literary forms.

- LA.E.1.4.1 identifies the characteristics that distinguish literary forms.
- LA.E.1.4.2 understands why certain literary works are considered classics.
- LA.E.1.4.3 identifies universal themes prevalent in the literature of all cultures.
- LA.E.1.4.4 understands the characteristics of major types of drama.
- LA.E.1.4.5 understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

6. Responds critically to fiction, nonfiction, poetry, and drama.

- LA.E.2.4.1 analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

- LA.E.2.4.3 analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understands the use of Images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyzes the relationships among author's style, literary form, and intended impact on the reader.

- LA.E.2.4.6 recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examines a literary selection from several critical perspectives.
- LA.E.2.4.8 knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1006000
Course Title: M/J Journalism 1
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop basic skills in the production of print or electronic journalistic media.

The content should include, but not be limited to, the following:

- varied print and electronic journalistic media
- information
- gathering and organizational techniques
- writing and editing techniques-production techniques
- history of journalism
- analysis of journalistic media

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. Hands-on activities are integral to this course. This course may require students to participate in activities beyond the school day.

The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1 Demonstrate awareness of the similarities and differences in varied types of journalistic media (e.g., electronic media, photos, videos, periodicals) and their targeted audiences.**
- 2 Demonstrate knowledge of basic techniques used in journalism for gathering and organizing information.**

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.

3. Demonstrate knowledge of basic writing and editing techniques.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;

effective sentence structure;
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

4. Demonstrate use of basic production techniques suited to specified journalistic media (e.g., newspapers, magazines, electronic media, photojournalism).

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

5. Demonstrate awareness of the history of journalism, including laws, ethics, and developments related to specified media.

LA.D.2.3.6 understand specific ways that mass media can potentially enhance or manipulate information.

LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

6. Analyze a variety of journalistic documents or electronic media.

LA.E.2.3.1 understand how *character and plot development*, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

LA.E.2.3.8 know how a *literary* selection can expand or enrich personal viewpoints or experiences.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area:	Language Arts
Course Number:	1006010
Course Title:	M/J Journalism 2
Course Length:	1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop intermediate-level skills in the production of print or electronic journalistic media.

The content should include, but not be limited to, the following:

- varied print and electronic journalistic media
- information
- gathering and organizational techniques
- writing and editing techniques
- production techniques
- history of journalism
- analysis and evaluation of journalistic media

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** Hands-on activities are integral to this course. This course may require students to participate in activities beyond the school day.

The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1 Demonstrate knowledge of the similarities and differences in varied types of journalistic media (e.g., electronic media, photos, videos, periodicals) and their targeted audiences.

2 Demonstrate knowledge of intermediate-level techniques used in journalism for gathering and organizing information.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.

3. Demonstrate knowledge of intermediate-level writing and editing techniques.

LA.B.1.3.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;

LA.B.1.3.3 conveys a sense of completeness and wholeness with adherence to the main idea;

has an organizational pattern that provides for a logical progression of ideas;

has support that is substantial, specific, relevant, concrete, and/or illustrative;

demonstrates a commitment to and an involvement with the subject;

has clarity in presentation of ideas;

uses creative writing strategies appropriate to the purpose of the paper;

demonstrates a command of language (word choice) with freshness of expression;

has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.2.3.3 produce final documents that have been edited for correct spelling;

correct punctuation, including commas, colons, and semicolons;

correct capitalization;
effective sentence structure;
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and
correct formatting.

select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

4. Demonstrate use of intermediate-level production techniques suited to specified journalistic media (e.g., newspapers, magazines, electronic media, photojournalism).

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

5. Demonstrate knowledge of the history of journalism, including laws, ethics, and developments related to specified media.

LA.D.2.3.6 understand specific ways that mass media can potentially enhance or manipulate information.

LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

6. Analyze and evaluate a variety of journalistic documents or electronic media.

LA.E.2.3.1 understand how *character and plot development*, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

LA.E.2.3.8 know how a *literary* selection can expand or enrich personal viewpoints or experiences.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1006300
Course Title:	Journalism I
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills in the production of print or electronic journalistic media.

The content should include, but not be limited to, the following:

- writing processes
- production skills for varied media
- history and ethics of journalism
- applications and issues in photojournalism
- organization and management techniques
- technology for research, production, and dissemination
- analysis of journalistic media
- careers in journalism

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** Hands-on activities are integral to this course. This course may require students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate fundamental skills in the use of the writing process for varied journalistic media.**
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

2. Demonstrate fundamental use of production skills (e.g., layout design, ad design, storyboarding) for varied mass communication documents or electronic media.

LA.B.2.4.2 organize information using appropriate systems.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

3. Demonstrate awareness of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

4. Demonstrate awareness of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and nonprint photojournalism.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. Demonstrate fundamental use of organization and management techniques related to production of journalistic media (e.g., team building, leadership, business skills, time management, task organization).

AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.

AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work-related situations.

AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

6. Demonstrate fundamental use of technology for research, production, and dissemination of journalistic media.

- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

7. Analyze varied journalistic documents or electronic media.

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in *oral* messages.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

8. Demonstrate awareness of varied careers in journalism.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1006310
Course Title:	Journalism II
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in the production of print or electronic journalistic media.

The content should include, but not be limited to, the following:

- writing processes
- production skills for varied media
- history and ethics of journalism
- applications and issues in photojournalism
- organization and management techniques
- technology for research, production, and dissemination
- analysis and evaluation of journalistic media
- careers in journalism

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** Hands-on activities are integral to this course. This course generally requires students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic skills in the use of the writing process for varied journalistic media.**
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

2. Demonstrate basic use of production skills (e.g., layout design, ad design, storyboarding) for varied mass communication documents or electronic media.

LA.B.2.4.2 organize information using appropriate systems.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

3. Demonstrate knowledge of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

4. Demonstrate knowledge of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and nonprint photojournalism.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. Demonstrate basic use of organization and management techniques related to production of journalistic media (e.g., team building, leadership, business skills, time management, task organization).

AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.

AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work-related situations.

AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

6. Demonstrate basic use of technology for research, production, and dissemination of journalistic media.

- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

7. Analyze and evaluate varied journalistic documents or electronic media.

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in *oral* messages.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

8. Demonstrate knowledge of varied careers in journalism through participation in related activities (e.g., role playing, conducting an interview, writing an editorial, selling ads, taking photos).

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1006320
Course Title:	Journalism III
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in the production of print or electronic journalistic media. Emphasis will be on ethics and critical analysis.

The content should include, but not be limited to, the following:

- writing processes
- production skills for varied media
- history and ethics of journalism
- applications and issues in photojournalism
- organization and management techniques
- technology for research, production, and dissemination
- analysis and evaluation of journalistic media
- careers in journalism

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** Hands-on activities are integral to this course. This course generally requires students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate intermediate-level skills in the use of the writing process for varied journalistic media.**
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

2. Demonstrate intermediate-level use of planning and production skills for varied mass communications documents or electronic media, incorporating all essential elements (e.g., desktop publishing, graphic design, typography, audio-visual effects).

LA.B.2.4.2 organize information using appropriate systems.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

3. Demonstrate knowledge of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

4. Demonstrate knowledge of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and nonprint photojournalism.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. **Demonstrate intermediate-level use of leadership skills related to production of journalistic media (e.g., team building, time management, planning, finances, problem solving, roles and responsibilities of personnel).**
 - AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.
 - AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work-related situations.
 - AT.3.1.4.1 develop a budget, financial plan, and cash flow projections for a team project.
 - AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.
 - AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.
 - LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
 - LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
 - LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

6. **Demonstrate intermediate-level use of technology for research, production, and dissemination of journalistic media.**
 - LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

7. **Analyze and evaluate varied journalistic documents or electronic media.**
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
 - LA.C.1.4.4 identify bias, prejudice, or propaganda in *oral* messages.
 - LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
 - LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

8. **Demonstrate knowledge of varied careers in journalism through participation in related activities (e.g., portfolio development, work experience, internship).**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1006330
Course Title:	Journalism IV
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills in the production of print or electronic journalistic media. Emphasis will be on ethics and critical analysis.

The content should include, but not be limited to, the following:

- writing processes
- production skills for varied media
- history and ethics of journalism
- applications and issues in photojournalism
- organization and management techniques
- technology for research, production, and dissemination
- analysis and evaluation of journalistic media
- careers in journalism

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** Hands-on activities are integral to this course. This course generally requires students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate advanced skills in the use of the writing process for varied journalistic media.**
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

2. Demonstrate advanced use of planning and production skills for varied mass communications documents or electronic media, incorporating all essential elements (e.g., desktop publishing, graphic design, typography, audio-visual effects).

LA.B.2.4.2 organize information using appropriate systems.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

3. Demonstrate understanding of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

4. Demonstrate understanding of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and nonprint photojournalism.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

5. Demonstrate advanced use of leadership skills related to production of journalistic media (e.g., team building, time management, planning, finances, problem solving, roles and responsibilities of personnel).

- AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.
- AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work-related situations.
- AT.3.1.4.1 develop a budget, financial plan, and cash flow projections for a team project.
- AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.
- AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

6. Demonstrate advanced use of technology for research, production, and dissemination of journalistic media.

- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

7. **Analyze and evaluate varied journalistic documents or electronic media.**
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
 - LA.C.1.4.4 identify bias, prejudice, or propaganda in *oral* messages.
 - LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
 - LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

8. **Demonstrate understanding of varied careers in journalism through participation in related activities (e.g., portfolio development, work experience, internship).**

Florida Department of Education

COURSE DESCRIPTION – GRADES 9 – 12, ADULT

Subject Area: Language Arts
Course Number: 1006331
Course Title: Journalism V
Credit: 1.0

Basic Assumptions for Language Arts Education:

- . • Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . • Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . • Learning tasks and materials accommodate the individual needs of students.
- . • Technology is available for students to develop competencies in the language arts.

. **A. Major Concepts/Content.** The purpose of this course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions.

The content should include, but not be limited to, the following:

- application of all aspects of the writing process (i.e., prewriting, drafting, editing, and proofreading) to written work
- application of production skills needed to produce a variety of mass communications documents

- organization and management techniques relating to mass communications, including leadership and business skills, time management, and use of personnel and task organization

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

B Special Note. The course requirements contained in this course description are designed for a one-credit course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Write proficiently for a variety of media.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

2. Apply production skills needed to produce a variety of mass communication documents.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. identify devices of persuasion and methods of appeal and

LA.A.2.4.5 their effectiveness.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately. synthesize information from multiple sources to draw conclusions.
- LA.A.2.4.8
- LA.B.2.4.2 organize information using appropriate systems. select and use a variety of electronic media, such as the Internet, information services, and desktop publishing
- LA.B.2.4.4 software programs, to create, revise, retrieve, and verify information.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages. apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.4
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

3. Demonstrate knowledge of laws and tradition related to media/mass communication.

- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.
- LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

4. Demonstrate understanding of concepts of leadership, including planning, decision-making and problem solving, and the roles and hazards of leadership responsibility in relation to the total publication.

- AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.

5. Demonstrate knowledge of group dynamics and team-building techniques.

AT.2.1.4.2 analyzes the managerial skills necessary for decision making in different work-related situation. AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.

6. Demonstrate financial planning ability and decision making related to the publication.

A.T.3.1.4.1 develop a budget, financial planning ability and decision-making related to work and life roles.

7. Apply appropriate technology to an industry to solve technical and production problems.

MA.E.1.3.1 collect, organize, and display data in a variety of forms, including tables, line graphs, charts, and bar graphs, to determine how different ways of presenting data can lead to different interpretations.

8. Employ current computer technology in all processes of the publication, including use of Internet and telecommunications for research and collaboration.

LA.B.2.4.4 selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

9. Demonstrate word processing and editing.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics

LA.B.1.4.3 produce final documents that have been edited for correct spelling;

- . • correct punctuation, including commas, colons, and common use of semicolons;
- . • correct capitalization;
- . • correct sentence formation;
- . • correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- . • correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

10. Create a collaborative and comprehensive plan that addresses specific events, products, or projects either personally or for the work place.

AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the publication.

11. Develop sensitivity to social, cultural, ethical and political issues through photojournalism.

LA.D.1.4.2 makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

12. Maintain an original portfolio of journalistic work.

VA.E.1.4.3 knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

13. Demonstrate graphic design competencies in desktop publishing.

VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be use to enhance communication of experiences and ideas.

VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

VA.A.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

1. **14. Participate in journalism competitions and workshops.**
2. **15. Apply marketing and promotional techniques to products and services in television production.**

AT.2.2.4.1 analyze concepts of supply and demand and how these apply to promotion in a specific industry.

Florida Department of Education

COURSE DESCRIPTION – GRADES 9 – 12, ADULT

Subject Area: Language Arts
Course Number: 1006332
Course Title: Journalism VI
Credit: 1.0

Basic Assumptions for Language Arts Education:

- . • Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . • Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . • Learning tasks and materials accommodate the individual needs of students.
- . • Technology is available for students to develop competencies in the language arts.
- .
- . **A. Major Concepts/Content.** The purpose of this course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions.

The content should include, but not be limited to, the following:

- application of all aspects of the writing process (i.e., prewriting, drafting, editing, and proofreading) to written work -application of production skills needed to produce a variety of mass communications documents
- organization and management techniques relating to mass communications, including leadership and business skills, time management, and use of personnel and task organization

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

- B Special Note.** The course requirements contained in this course description are designed for a one-credit course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Write proficiently for a variety of media.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes,

LA.E.2.4.4 making appropriate choices regarding style, tone, level of detail, and organization. understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

2. Demonstrate the sequential planning process necessary for incorporating all essential components in a publication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.

AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or in the work place.

3. Apply production skills needed to produce a variety of mass communication documents.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. identify devices of persuasion and methods of appeal and

LA.A.2.4.5 their effectiveness.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

4. Demonstrate knowledge of laws and tradition related to media/mass communication.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

- LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

5. Demonstrate understanding of concepts of leadership, including planning, decision-making and problem solving, and the roles and hazards of leadership responsibility in relation to the total publication.

- AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.

6. Demonstrate knowledge of group dynamics and team-building techniques.

- AT.2.1.4.2 analyzes the managerial skills necessary for decision making in different work-related situations.
- AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.

7. Demonstrate financial planning ability and decision making related to the publication.

- A.T.3.1.4.1 develop a budget, financial planning ability and decision-making related to work and life roles.

8. Apply appropriate technology to an industry to solve technical and production problems.

- MA.E.1.3.1 collect, organize, and display data in a variety of forms, including tables, line graphs, charts, and bar graphs, to determine how different ways of presenting data can lead to different interpretations.

9. Employ current computer technology in all processes of the publication, including use of Internet and telecommunications for research and collaboration.

- L.A.B.2.4.4 selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

10. Demonstrate word processing and editing.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

11. Create a collaborative and comprehensive plan that addresses specific events, products, or projects either personally or for the work place.

AT.1.1.4.2 create a collaborative and comprehensive plan that addresses specific events, products, or projects either personally or for the publication.

12. Develop sensitivity to social, cultural, ethical and political issues through photojournalism.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

VA.C.1.4.1 understand how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.

13. Maintain an original portfolio of journalistic work.

VA.E.1.4.3 knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

14. Demonstrate graphic design competencies in desktop publishing.

VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be use to enhance communication of experiences and ideas.

VA.B.1.3.4 know and use the interrelated elements of art and the

principles of design to improve the communication of ideas.

VA.A.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

1. **15. Participate in journalism competitions and workshops.**
2. **16. Apply marketing and promotional techniques to products and services in television production.**

AT.2.2.4.1 analyze concepts of supply and demand and how these apply to promotion in a specific industry.

17. Demonstrate graphic design competencies in producing publications.

VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

Florida Department of Education

COURSE DESCRIPTION – GRADES 9 – 12, ADULT

Subject Area: Language Arts
Course Number: 1006333
Course Title: Journalism VII
Credit: 1.0

Basic Assumptions for Language Arts Education:

- . • Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . • Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . • Learning tasks and materials accommodate the individual needs of students.
- . • Technology is available for students to develop competencies in the language arts.

. **A. Major Concepts/Content.** The purpose of this course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions.

The content should include, but not be limited to, the following:

- application of all aspects of the writing process (i.e., prewriting, drafting, editing, and proofreading) to written work -application of production skills needed to produce a variety of mass communications documents
- organization and management techniques relating to mass communications, including leadership and business skills, time management, and use of personnel and task organization

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

B Special Note. The course requirements contained in this course description are designed for a one-credit course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate advanced proficiency in writing for a variety of media.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

2. Demonstrate the sequential planning process necessary for incorporating all essential components in a publication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.

AT.1.1.4.2 create a collaborative and comprehensive plan which

addresses specific events, products, or projects either personally or in the work place.

3. **Apply advanced production skills needed to produce a variety of mass communication documents.**
4. **Demonstrate responsible and ethical use of information technology in regard to copyright and intellectual freedom as related to publications.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. identify devices of persuasion and methods of appeal and

LA.A.2.4.5
their effectiveness.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source

LA.A.2.4.8 information and use the information appropriately. synthesize information from multiple sources to draw conclusions.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.
- LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

5. Take an active role of leadership, including planning, decision-making and problem solving, and accept all aspects of leadership in relation to the total publication.

- AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.
- AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.

6. Demonstrate knowledge of group dynamics and team-building techniques, dealing adeptly with the hazards of leadership.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

- AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work-related situation.

- AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.

7. Demonstrate financial planning ability and decision making related to the publication.

- AT.3.1.4.1 develop a budget, financial planning ability and decision-making related to work and life roles.

8. Apply appropriate technology to an industry to solve technical and production problems.

- MA.E.1.3.1 collect, organize, and display data in a variety of forms, including tables, line graphs, charts, and bar graphs, to determine how different ways of presenting data can lead to different interpretations.

9. Employ current computer technology in all processes of the publication, including use of Internet and telecommunications for research and collaboration.

L.A.B.2.4.4 selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

10. Demonstrate word processing and editing.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.1.4.3 produce final documents that have been edited for

- . • correct spelling;
- . • correct punctuation, including commas, colons, and common use of semicolons;
- . • correct capitalization;
- . • correct sentence formation;
- . • correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- . • correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

11. Create a collaborative and comprehensive plan that addresses specific events, products, or projects either personally or for the work place.

AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the publication.

12. Develop sensitivity to social, cultural, ethical and political issues through photojournalism.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

VA.C.1.4.1 understand how social, cultural, ecological, economic, religious, and political conditions influence the function,

meaning, and execution of works of art.

13. Maintain an original portfolio of journalistic work.

VA.E.1.4.3 knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

14. Demonstrate graphic design competencies in desktop publishing.

VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be use to enhance communication of experiences and ideas.

VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

VA.A.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

15. Participate in journalism competitions and workshops.

16. Apply marketing and promotional techniques to products and services in television production.

AT.2.2.4.1 analyze concepts of supply and demand and how these apply to promotion in a specific industry.

17. Demonstrate graphic design competencies in producing publications.

VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

Florida Department of Education

COURSE DESCRIPTION – GRADES 9 – 12, ADULT

Subject Area: Language Arts
Course Number: 1006334
Course Title: Journalism VIII
Credit: 1.0

Basic Assumptions for Language Arts Education:

- . • Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . • Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . • Learning tasks and materials accommodate the individual needs of students.
- . • Technology is available for students to develop competencies in the language arts.
- . **A. Major Concepts/Content.** The purpose of this course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions.

The content should include, but not be limited to, the following:

- application of all aspects of the writing process (i.e., prewriting, drafting, editing, and proofreading) to written work -application of production skills needed to produce a variety of mass communications documents
- organization and management techniques relating to mass communications, including leadership and business skills, time management, and use of personnel and task organization

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.
- C. Course Requirements.** These requirements include, but are not limited to, the

benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate advanced proficiency in writing for a variety of media.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- . • is focused, purposeful, and reflects insight into the writing situation;
- . • has an organizational pattern that provides for a logical progression of ideas;
- . • has effective use of transitional devices that contribute to a sense of completeness;
- . • has support that is substantial, specific, relevant, and concrete;
- . • demonstrates a commitment to and involvement with the subject;
- . • uses creative writing strategies as appropriate to the purpose of the paper;
- . • demonstrates a mature command of language with precision of expression;
- . • has varied sentence structure; and
- . • has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes,

LA.E.2.4.4 making appropriate choices regarding style, tone, level of detail, and organization. understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

2. Demonstrate the sequential planning process necessary for incorporating all essential components in a publication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.

AT.1.1.4.2 create a collaborative and comprehensive plan that addresses specific events, products, or projects either personally or in the work place.

3. **Apply advanced production skills needed to produce a variety of mass communication documents.**
4. **Demonstrate responsible and ethical use of information technology in regard to copyright and intellectual freedom as related to publications.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. identify devices of persuasion and methods of appeal and

LA.A.2.4.5 their effectiveness.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.
- LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.
- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

5. Take an active role of leadership, including planning, decision-making and problem solving, and accept all aspects of leadership in relation to the total publication.

- AT.1.1.4.1 demonstrate ability to gather information from various sources to plan a project.
- AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.

6. Demonstrate knowledge of group dynamics and team-building techniques, dealing adeptly with the hazards of leadership.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work-related situation.
- AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.

7. Demonstrate financial planning ability and decision making related to the publication.

- A.T.3.1.4.1 develop a budget, financial planning ability and decision-making related to work and life roles.

8. Apply appropriate technology to an industry to solve technical and production problems.

- MA.E.1.3.1 collect, organize, and display data in a variety of forms, including tables, line graphs, charts, and bar graphs, to determine how different ways of presenting data can lead to different interpretations.

9. Employ current computer technology in all processes of the publication, including use of Internet and telecommunications for research and collaboration.

L.A.B.2.4.4 selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

10. Demonstrate word processing and editing.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

11. Create a collaborative and comprehensive plan that addresses specific events, products, or projects either personally or for the work place.

AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the publication

12. Develop sensitivity to social, cultural, ethical and political issues through photojournalism.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

VA.C.1.4.1 understand how social, cultural, ecological, economic, religious

and political conditions influence the function, meaning, and execution of works of art.

13. Demonstrate graphic design competencies in desktop publishing.

- VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.
- VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.
- VA.A.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

14. Participate in journalism competitions and workshops.

15. Apply marketing and promotional techniques to products and services in television production.

- AT.2.2.4.1 analyze concepts of supply and demand and how these apply to promotion in a specific industry.

16. Demonstrate graphic design competencies in producing publications.

- VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.
- VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

17. Compile a portfolio of original work for use in job seeking and educational opportunities beyond high school.

- VA.E.1.4.3 knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1006340
Course Title:	Mass Media I
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills in the production of various mass media.

The content should include, but not be limited to, the following:

- various types and purposes of mass media
- ethics and responsibilities in mass media
- philosophy and impact of various programs
- production of mass media
- analysis of mass media
- impact of mass media on history, culture, and politics

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. Demonstrate awareness of various types of mass media and determine purposes (i.e., information, entertainment, education, and persuasion).

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

2. Demonstrate awareness of the ethics and responsibilities of mass media production.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

3. Demonstrate awareness of the philosophy, need, and impact of various types of programming (e.g., commercial, artistic, public service).

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

- 4. Produce projects or products in various media formats (e.g., radio, television, CD, DVD, film, print, website) using appropriate speaking, writing, and presentation skills.**
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

- 5. Conduct a critical analysis of various mass media projects and products.**
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

- 6. Demonstrate awareness of the impact of mass media on history, culture, and politics.**
 - LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
 - LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1006350
Course Title:	Mass Media II
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in the production of various mass media.

The content should include, but not be limited to, the following:

- various types and purposes of mass media
- ethics and responsibilities in mass media
- philosophy and impact of various programs
- production of mass media
- analysis of mass media
- impact of mass media on history, culture, and politics

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of various types of mass media and determine purposes (i.e., information, entertainment, education, and persuasion).**
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

- 2. Demonstrate knowledge of the ethics and responsibilities of mass media production.**
 - LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

- 3. Demonstrate knowledge of the philosophy, need, and impact of various types of programming (e.g., commercial, artistic, public service).**
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
 - LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

4. **Produce projects or products in various media formats (e.g., radio, television, CD, DVD, film, print, website) using appropriate speaking, writing, and presentation skills.**
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

5. **Conduct a critical analysis of various mass media programs and programming.**
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

6. **Demonstrate knowledge of the impact of mass media on history, culture, and politics.**
 - LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
 - LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1006360
Course Title:	Mass Media III
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in the production of various mass media, with emphasis on critical analysis.

The content should include, but not be limited to, the following:

- current mass media as models for production
- ethics and responsibilities in mass media
- production of mass media
- analysis and evaluation of various mass media
- analysis of programming
- marketing
- careers and entrepreneurship in mass media
- trends and innovations

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Select and use current mass media as models for original productions.**
LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- 2. Demonstrate understanding of the ethics and responsibilities of mass media production.**
LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.
- 3. Produce projects or products in various media formats (e.g., radio, television, CD, DVD, film, print, website) using appropriate speaking, writing, and presentation skills.**
LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;

- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.
- 4. Analyze and evaluate various mass media programs and programming.**
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.
- 5. Conduct a critical analysis of a mass media product, including its impact on society, education, politics, and/or history.**
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

6. **Demonstrate awareness of the skills required for marketing a mass media project or product.**
7. **Demonstrate awareness of various careers in mass media, including entrepreneurial opportunities, and the knowledge, skills, and resources required for success.**
8. **Demonstrate awareness of trends and innovations in mass media.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1006370
Course Title:	Mass Media IV
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills in the production of various mass media, with emphasis on critical analysis.

The content should include, but not be limited to, the following:

- current mass media as models for production
- ethics and responsibilities in mass media
- production of mass media
- analysis and evaluation of various mass media
- analysis of programming
- marketing
- careers and entrepreneurship in mass media
- trends and innovations

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Select and use current mass media as models for original productions.**
LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- 2. Demonstrate understanding of the ethics and responsibilities of mass media production.**
LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.
- 3. Produce projects or products in various media formats (e.g., radio, television, CD, DVD, film, print, website) using appropriate speaking, writing, and presentation skills.**
LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;

- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

4. Analyze and evaluate various mass media programs and programming.

- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

5. Conduct a critical analysis of a mass media product, including its impact on society, education, politics, and/or history.

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

- 6. Demonstrate knowledge of the skills required for marketing a mass media project or product.**
- 7. Demonstrate knowledge of various careers in mass media, including entrepreneurial opportunities, and the knowledge, skills, and resources required for success.**
- 8. Demonstrate knowledge of trends and innovations in mass media.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1007000
Course Title: M/J Speech and Debate 1
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop fundamental knowledge and skills in formal and informal oral communication and in debate.

The content should include, but not be limited to, the following:

- formal and informal communication skills
- forms of oral communication
- techniques for public speaking
- techniques for debate
- research, organization, and writing for speech and debate
- parliamentary procedure
- analysis of formal and informal communication

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course.

Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate fundamental knowledge and use of formal and informal listening, viewing, and speaking skills.

- LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

2. Demonstrate use of reflection, reaction, and courtesy in formal and informal discussions.

- LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

3. Demonstrate fundamental knowledge and use of various forms of formal and informal oral communication (e.g., discussion, debate, persuasive speaking).

- LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.
- LA.D.2.3.3 distinguish between emotional and logical argument.

4. Demonstrate fundamental knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes).

- LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
- LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

1 Demonstrate fundamental knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).

2 Demonstrate fundamental knowledge and use of skills and techniques for effective debate.

- LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

7. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.
- LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

- 1 **Demonstrate awareness of the basic elements of parliamentary procedure.**
- 2 **Analyze one's own and others' formal and informal oral presentations.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1007010
Course Title: M/J Speech and Debate 2
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop intermediate-level knowledge and skills in formal and informal oral communication and in debate.

The content should include, but not be limited to, the following:

- formal and informal communication skills
- forms of oral communication
- techniques for public speaking
- techniques for debate-research, organization, and writing for speech and debate
- parliamentary procedure
- analysis of formal and informal communication

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course.

Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate intermediate-level knowledge and use of formal and informal listening, viewing, and speaking skills.**
 - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
 - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
 - LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

 - 2. Demonstrate use of reflection, reaction, and courtesy in formal and informal discussions.**
 - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

 - 3. Demonstrate intermediate-level knowledge and use of various forms of formal and informal oral communication (e.g., discussion, debate, persuasive speaking).**
 - LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.
 - LA.D.2.3.3 distinguish between emotional and logical argument.

 - 4. Demonstrate intermediate-level knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique).**
 - LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
 - LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
-
- 1 Demonstrate intermediate-level knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**
 - 2 Demonstrate intermediate-level knowledge and use of skills and techniques for effective debate.**

- LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

7. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.
- LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

- 1 **Demonstrate knowledge and use of parliamentary procedure.**
- 2 **Analyze one's own and others' formal and informal oral presentations.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1007020
Course Title: M/J Speech and Debate 3
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop advanced knowledge and skills in formal and informal oral communication and in debate.

The content should include, but not be limited to, the following:

- formal and informal communication skills
- forms of oral communication
- techniques for public speaking
- techniques for debate
- research, organization, and writing for speech and debate
- parliamentary procedure
- analysis and evaluation of formal and informal communication

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.
- C. Course Requirements.** These requirements include, but are not limited to, the

benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate advanced knowledge and use of formal and informal listening, viewing, and speaking skills.**
 - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
 - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
 - LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

 - 2. Demonstrate use of reflection, reaction, and courtesy in formal and informal discussions.**
 - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

 - 3. Demonstrate advanced knowledge and use of various forms of formal and informal oral communication (e.g., discussion, debate, persuasive speaking).**
 - LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.
 - LA.D.2.3.3 distinguish between emotional and logical argument.

 - 4. Demonstrate advanced knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique, audience analysis).**
 - LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
 - LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
-
- 1 Demonstrate advanced knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**
 - 2 Demonstrate advanced knowledge and use of skills and techniques for effective**

debate.

- LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

7. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.
- LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

- 1 **Demonstrate knowledge and use of parliamentary procedure.**
- 2 **Analyze and evaluate one's own and others' formal and informal oral presentations.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007300

Course Title: Speech I

Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to enable students to develop fundamental skills in formal and informal oral communication.

The content should include, but not be limited to, the following:

- formal and informal oral communication skills
- forms of oral communication
- techniques of public speaking
- research, organization, and writing for public speaking
- analysis of public speaking

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate fundamental knowledge and use of formal and informal listening, viewing, and speaking skills.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues *used in nonprint media*, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

2. Demonstrate fundamental knowledge and use of various forms of formal and informal oral communication (e.g., discussion, dramatic interpretation, persuasive speaking).

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

3. Demonstrate fundamental knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes).

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Demonstrate fundamental knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

5. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

6. Analyze one's own and others' formal and informal oral presentations.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007310

Course Title: Speech II

Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to enable students to develop intermediate-level skills in formal and informal oral communication.

The content should include, but not be limited to, the following:

- formal and informal oral communication skills
- forms of oral communication
- techniques of public speaking
- research, organization, and writing for public speaking
- analysis and evaluation of public speaking

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate intermediate-level knowledge and use of formal and informal listening, viewing, and speaking skills.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues *used in nonprint media*, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

- 2. Demonstrate intermediate-level knowledge and use of various forms of formal and informal oral communication (e.g., dramatic interpretation, persuasive speaking, debate, oral reading).**
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
 - LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
 - LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

- 3. Demonstrate intermediate-level knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique).**
 - LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
 - LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
 - LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

- 4. Demonstrate intermediate-level knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**
 - LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

- 5. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

6. Analyze and evaluate one's own and others' formal and informal oral presentations.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007320

Course Title: Speech III

Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to enable students to develop advanced skills in formal and informal oral communication.

The content should include, but not be limited to, the following:

- formal and informal oral communication skills
- forms of oral communication
- techniques of public speaking
- research, organization, and writing for public speaking
- analysis and evaluation of public speaking

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

After successfully completing this course, the student will:

- 1. Demonstrate advanced knowledge and use of formal and informal listening, viewing, and speaking skills.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues *used in nonprint media*, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
 - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

2. Demonstrate advanced knowledge and use of various forms of formal and informal oral communication (e.g., debate, oral reading, extemporaneous speaking, oratory).

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

3. Demonstrate advanced knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique, audience analysis).

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Demonstrate advanced knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

5. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

6. Analyze and evaluate one's own and others' formal and informal oral presentations.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007330

Course Title: Debate I

Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills and techniques for use in debate and forensic activities.

The content should include, but not be limited to, the following:

- communication skills
- logic and critical-thinking skills
- techniques of public speaking
- research skills
- parliamentary procedure
- argumentation and debate skills
- analysis of debates
- timing and judging techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate fundamental knowledge and use of various debate formats (e.g., panel discussion, team debate, Lincoln-Douglas, political debate).**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

2. Demonstrate use of fundamental logic and critical-thinking skills.

3. Demonstrate fundamental knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes).

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

4. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

5. Demonstrate fundamental knowledge and use of parliamentary procedure.

6. Demonstrate awareness of argumentation and debate skills (e.g., attack and defense).

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.3.4.3 use details, illustrations, analogies, *and visual aids* to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

7. Analyze one's own and others' presentations in debate and forensic activities.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

8. Demonstrate use of techniques for timing and judging debates and forensic activities.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007340

Course Title: Debate II

Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to enable students to develop basic skills and techniques for use in debate and forensic activities.

The content should include, but not be limited to, the following:

- communication skills
- logic and critical-thinking skills
- techniques of public speaking
- research skills
- parliamentary procedure
- argumentation and debate skills
- analysis of debates
- timing and judging techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic knowledge and use of various debate formats (e.g., panel discussion, team debate, Lincoln-Douglas, political debate).**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

2. Demonstrate use of basic logic and critical-thinking skills.

3. Demonstrate basic knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique).

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

4. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

5. Demonstrate basic knowledge and use of parliamentary procedure.

6. Demonstrate knowledge of argumentation and debate skills (e.g., attack and defense).

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.3.4.3 use details, illustrations, analogies, *and visual aids* to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

7. Analyze one's own and others' presentations in debate and forensic activities.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

8. Demonstrate use of techniques for timing and judging debates and forensic activities.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007350

Course Title: Debate III

Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills and techniques for use in debate and forensic activities.

The content should include, but not be limited to, the following:

- communication skills
- logic and critical-thinking skills
- techniques of public speaking
- research skills
- parliamentary procedure
- argumentation and debate skills
- analysis of debates
- timing and judging techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate intermediate-level knowledge and use of various debate formats (e.g., panel discussion, team debate, Lincoln-Douglas, political debate).**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

2. Demonstrate use of intermediate-level logic and critical-thinking skills.

3. Demonstrate intermediate-level knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique, audience analysis).

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

4. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

5. Demonstrate intermediate-level knowledge and use of parliamentary procedure.

6. Demonstrate knowledge of argumentation and debate skills (e.g., attack and defense, cross-examination techniques).

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.3.4.3 use details, illustrations, analogies, *and visual aids* to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

7. Analyze one's own and others' presentations in debate and forensic activities.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

8. Demonstrate use of techniques for timing and judging debates and forensic activities.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007360

Course Title: Debate IV

Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills and techniques for use in debate and forensic activities.

The content should include, but not be limited to, the following:

- communication skills
- logic and critical-thinking skills
- techniques of public speaking
- research skills
- parliamentary procedure
- argumentation and debate skills
- analysis of debates
- timing and judging techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate advanced knowledge and use of various debate formats (e.g., panel discussion, team debate, Lincoln-Douglas, political debate).**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
 - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

2. Demonstrate use of advanced logic and critical-thinking skills.

3. Demonstrate advanced knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique, audience analysis, use of gestures).

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

4. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

5. Demonstrate advanced knowledge and use of parliamentary procedure.

6. Demonstrate understanding of argumentation and debate skills (e.g., attack and defense, cross-examination techniques).

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.3.4.3 use details, illustrations, analogies, *and visual aids* to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

7. Analyze one's own and others' presentations in debate and forensic activities.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

8. Demonstrate use of techniques for timing and judging debates and forensic activities.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007370

Course Title: Debate V

Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.

. **A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students to develop and practice debate-related skills.

The content should include, but not be limited to, the following:

- research and organizational skills
- selection of debate topics
- elements of argumentation
- voice and diction
- extemporaneous speaking
- preparation of debate briefs
- cross-examination techniques
- techniques of effective listening
- appropriate use of debate

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content

and processes of the subject matter.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Apply reading strategies, critical thinking and research skills to select and prepare topics for debate.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
 - LA.A.2.4.4 locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, realworld tasks, and self-improvement.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.2.4.2 organize information using appropriate systems.
 - LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
 - TH.D.1.3.2 understand the relationship of plot, conflict and theme in a play.
 - TH.D.1.3.3 develop criteria for the evaluation of dramatic texts and performances.
 - TH.D.1.4.2 understand allegoric and symbolic references in plays.

2. Use writing processes effectively to prepare materials in preparation for debating events.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Demonstrate highly developed debate-related speaking skills.

4. Demonstrate mastery of debate skills in simulated and real debate

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and bias.

activities.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.3 understand that there are differences among various dialects of English.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

- TH.A.1.3.1 develop characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
- TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.
- TH.E.1.3.2 understand the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).

5. Prepare oral and written critiques of debates.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

- 6. Employ refined knowledge about specific debate forms, programs, or events.**
- 7. Successfully employ the elements of argumentation.**
- 8. Demonstrate understanding of the interpersonal skills and discipline involved in duo and group events.**
- 9. Use improvisation skills to create and explore as well as to demonstrate understanding of concepts.**
- 10. Participate in scheduled interscholastic competitions.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1007380

Course Title: Debate VI

Credit: 1.0

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.
- .
- . **A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students to develop and practice debate-related skills.

The content should include, but not be limited to, the following:

- research and organizational skills
- selection of debate topics
- elements of argumentation
- voice and diction
- extemporaneous speaking
- preparation of debate briefs
- cross-examination techniques
- techniques of effective listening
- appropriate use of debate

This course shall integrate the Goal 3 Student Performance Standards of the Florida

System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Apply reading strategies, critical thinking and research skills to select and prepare topics for debate.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
 - LA.A.2.4.4 locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, realworld tasks, and self-improvement.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.2.4.2 organize information using appropriate systems.
 - LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
 - TH.D.1.3.2 understand the relationship of plot, conflict and theme in a play.
 - TH.D.1.3.3 develop criteria for the evaluation of dramatic texts and performances.
 - TH.D.1.4.2 understand allegoric and symbolic references in plays.

2. Use writing processes effectively to prepare materials in preparation for debating events.

LA.B.1.4.2 draft and revise writing that

- . • is focused, purposeful, and reflects insight into the writing situation;
- . • has an organizational pattern that provides for a logical progression of ideas;
- . • has effective use of transitional devices that contribute to a sense of completeness;
- . • has support that is substantial, specific, relevant, and concrete;
- . • demonstrates a commitment to and involvement with the subject;
- . • uses creative writing strategies as appropriate to the purpose of the paper;
- . • demonstrates a mature command of language with precision of expression;
- . • has varied sentence structure; and
- . • has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Demonstrate highly developed debate-related speaking skills.

4. Demonstrate mastery of debate skills in simulated and real debate

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and bias.

activities.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.3 understand that there are differences among various dialects of English.

- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- TH.A.1.3.1 develop characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
- TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.

- TH.E.1.3.2 understand the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).

5. Prepare oral and written critiques of debates.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

- 6. Employ refined knowledge about specific debate forms, programs, or events.**
- 7. Successfully employ the elements of argumentation.**
- 8. Demonstrate understanding of the interpersonal skills and discipline involved in duo and group events.**
- 9. Use improvisation skills to create and explore as well as to demonstrate Understanding of concepts.**
- 10. Participate in numerous scheduled interscholastic competitions.**
- 11. Assist in coaching and mentoring novice debaters.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1007390
Course Title: Debate VII
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.
- . **A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students to develop and practice debate-related skills.

The content should include, but not be limited to, the following:

- research and organizational skills
- selection of debate topics
- elements of argumentation
- extemporaneous speaking
- preparation of debate briefs
- cross-examination techniques
- techniques of effective listening
- appropriate use of debate

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Apply reading strategies, critical thinking and research skills to select and prepare topics for debate.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
 - LA.A.2.4.4 locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, real world tasks, and self-improvement.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.2.4.2 organize information using appropriate systems.
 - LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
 - TH.D.1.3.2 understand the relationship of plot, conflict and theme in a play.
 - TH.D.1.3.3 develop criteria for the evaluation of dramatic texts

and performances.

TH.D.1.4.2 understand allegoric and symbolic references in plays.

2. Use writing processes effectively to prepare materials in preparation for debating events.

LA.B.1.4.2 draft and revise writing that

- . • is focused, purposeful, and reflects insight into the writing situation;
- . • has an organizational pattern that provides for a logical progression of ideas
- . • has effective use of transitional devices that contribute to a sense of completeness;
- . • has support that is substantial, specific, relevant, and concrete;
- . • demonstrates a commitment to and involvement with the subject;
- . • uses creative writing strategies as appropriate to the purpose of the paper;
- . • demonstrates a mature command of language with precision of expression;
- . • has varied sentence structure; and
- . • has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Demonstrate highly developed debate-related speaking skills.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2

LA.C.3.4.5

LA.D.1.4.2

select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

develop and sustain a line of argument and provide

appropriate support.

make appropriate adjustments in language use for social,

academic, and life situations, demonstrating sensitivity to gender and bias.

4. Demonstrate mastery of debate skills in simulated and real debate

activities.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

- LA.D.1.4.3 understand that there are differences among various dialects of English.

- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

- TH.A.1.3.1 develop characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.

- TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.

- TH.E.1.3.2 understand the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).

5. Prepare oral and written critiques of debates.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

6. Employ refined knowledge about specific debate forms, programs, or events.

7. Successfully employ the elements of argumentation.

8. Demonstrate understanding of the interpersonal skills and discipline involved in duo and group events.

9. Use improvisation skills to create and explore as well as to demonstrate

understanding of concepts.

- 10. Participate in numerous scheduled interscholastic competitions.**
- 11. Assist in coaching, mentoring and evaluating novice debaters.**
- 12. Judge in district and/or state novice debates.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1007400
Course Title: Debate VIII
Credit: 1.0

Will meet graduation requirement for Performing Fine Arts

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.
- . **A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students to develop and practice debate-related skills.

The content should include, but not be limited to, the following:

- research and organizational skills
- selection of debate topics
- elements of argumentation
- voice and diction
- extemporaneous speaking
- preparation of debate briefs
- cross-examination techniques
- techniques of effective listening
- appropriate use of debate

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Apply reading strategies, critical thinking and research skills to select and prepare topics for debate.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
 - LA.A.2.4.4 locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, real world tasks, and self-improvement.
 - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7. analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.2.4.2 organize information using appropriate systems.
 - LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and

- verify information.
- TH.D.1.3.2 understand the relationship of plot, conflict and theme in a play.
- TH.D.1.3.3 develop criteria for the evaluation of dramatic texts and performances.
- TH.D.1.4.2 understand allegoric and symbolic references in plays.

2. Use writing processes effectively to prepare materials in preparation for debating events.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Demonstrate highly developed debate-related speaking skills.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2

LA.C.3.4.5

LA.D.1.4.2

select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

develop and sustain a line of argument and provide

appropriate support.
make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender, and bias.

4. Demonstrate mastery of debate skills in simulated and real debate

activities.

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

- LA.D.1.4.3 understand that there are differences among various dialects of English.

- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

- TH.A.1.3.1 develop characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.

- TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.

- TH.E.1.3.2 understand the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).

5. Prepare oral and written critiques of debates.

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

6. Employ refined knowledge about specific debate forms, programs, or events.

7. Successfully employ the elements of argumentation.

- 8. Demonstrate understanding of the interpersonal skills and discipline involved in duo and group events.**
- 9. Use improvisation skills to create and explore as well as to demonstrate understanding of concepts.**
- 10. Participate in numerous scheduled interscholastic competitions.**
- 11. Assist in coaching, mentoring and evaluating novice debaters.**
- 12. Judge in district and/or state novice debates.**
- 13. Organize and run a debate tournament.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1008010
Course Title: M/J Reading 1
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking.

The content shall include, but not be limited to, the following:

- reading as a complex process that includes knowledge of the reader, the author, and the text
- using effective vocabulary, critical thinking, and study skills
- developing fluency and appreciation of reading through independent selection of materials
- reading a variety of materials including fictional, multicultural, informational, and technical texts
- developing strategic reading through use of before, during, and after reading strategies
- integrating reading and writing processes
- using all of the cueing systems (graphophonic, syntactic, semantic, and pragmatic) within a meaningful context to gain meaning from text or nonprint media
- using speaking, listening, and viewing skills to enhance the reading processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. None

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Use appropriate before, during, and after reading strategies to enhance comprehension.

- LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.
- LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

2. Demonstrate comprehension at literal, inferential, and evaluative levels.

- LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
- LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
- LA.E.1.3.5 identify common themes in literature.
- LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

3. Demonstrate understanding and use of appropriate and effective vocabulary, including specific content area vocabulary.

- LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
- LA.D.1.3.1 understand that there are patterns and rules in semantic

structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

LA.D.1.3.4 understand that languages change over time.

4. Demonstrate listening comprehension skills at literal, inferential, and evaluative levels.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

5. Demonstrate active and critical reading and writing of literary, informational, and technical text.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

6. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

7. Increase use of study skills to enhance achievement.

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or

real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

8. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.E.2.3.7 identify specific interests and the literature that will satisfy those interests.

LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

9. Demonstrate the ability to adjust strategies and rate depending on purpose and type of reading materials.

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1008020
Course Title: M/J Reading 1, Advanced
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop and strengthen advanced reading skills through integrated experiences in the language arts strands. Emphasis will be on inference, application, and analysis of content from varied texts.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts
- reading comprehension strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they

must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

2. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

1

2 Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

3 Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

5. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

6. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

1

2 Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.

3 Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

9. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

10. Select and use materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1008040
Course Title: M/J Reading 2
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking.

The content shall include, but not be limited to, the following:

- reading as a complex process that includes knowledge of the reader, the author, and the text
- using effective vocabulary, critical thinking, and study skills
- developing fluency and appreciation of reading through independent selection of materials
- reading a variety of materials including fictional, multicultural, informational, and technical texts
- developing strategic reading through use of before, during, and after reading strategies
- integrating reading and writing processes
- using all of the cueing systems (graphophonic, syntactic, semantic, and pragmatic) within a meaningful context to gain meaning from text or nonprint media
- using speaking, listening, and viewing skills to enhance the reading processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. None

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Use appropriate before, during, and after reading strategies to enhance comprehension.

- LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.
- LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

2. Demonstrate comprehension at literal, inferential, and evaluative levels.

- LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
- LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
- LA.E.1.3.5 identify common themes in literature.
- LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

3. Demonstrate understanding and use of appropriate and effective vocabulary, including specific content area vocabulary.

- LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
- LA.D.1.3.1 understand that there are patterns and rules in semantic

structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

LA.D.1.3.4 understand that languages change over time.

4. Demonstrate listening comprehension skills at literal, inferential, and evaluative levels.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

5. Demonstrate active and critical reading and writing of literary, informational, and technical text.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

6. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

7. Increase use of study skills to enhance achievement.

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or

real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

8. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.E.2.3.7 identify specific interests and the literature that will satisfy those interests.

LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

9. Demonstrate the ability to adjust strategies and rate depending on purpose and type of reading materials.

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1008050
Course Title: M/J Reading 2, Advanced
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop and strengthen advanced reading skills through integrated experiences in the language arts strands. Emphasis will be on inference, application, analysis, and evaluation of content from varied texts.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts
- reading comprehension strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they

must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate knowledge of reading as a complex process, including knowledge of the roles of reader, author, and text structure.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

2. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

1

2 Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

3 Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

5. Construct meaning of text through inference, application, analysis, and evaluation.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

6. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

1

2 Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.

3 Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

9. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

10. Select, analyze, and use materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.

LA.A.2.3.4 use a variety of reading materials to develop personal

preferences in reading.

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1008070
Course Title: M/J Reading 3
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking.

The content shall include, but not be limited to, the following:

- reading as a complex process that includes knowledge of the reader, the author, and the text
- using effective vocabulary, critical thinking, and study skills
- developing fluency and appreciation of reading through independent selection of materials
- reading a variety of materials including fictional, multicultural, informational, and technical texts
- developing strategic reading through use of before, during, and after reading strategies
- integrating reading and writing processes
- using all of the cueing systems (graphophonic, syntactic, semantic, and pragmatic) within a meaningful context to gain meaning from text or nonprint media
- using speaking, listening, and viewing skills to enhance the reading processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. None

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Use appropriate before, during, and after reading strategies to enhance comprehension.

- LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.
- LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

2. Demonstrate comprehension at literal, inferential, and evaluative levels.

- LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
- LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
- LA.E.1.3.5 identify common themes in literature.
- LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

3. Demonstrate understanding and use of appropriate and effective vocabulary, including specific content area vocabulary.

- LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
- LA.D.1.3.1 understand that there are patterns and rules in semantic

structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

LA.D.1.3.4 understand that languages change over time.

4. Demonstrate listening comprehension skills at literal, inferential, and evaluative levels.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

5. Demonstrate active and critical reading and writing of literary, informational, and technical text.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

6. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

7. Increase use of study skills to enhance achievement.

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or

real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

8. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.E.2.3.7 identify specific interests and the literature that will satisfy those interests.

LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

9. Demonstrate the ability to adjust strategies and rate depending on purpose and type of reading materials.

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1008080
Course Title: M/J Reading 3, Advanced
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop and strengthen advanced reading skills through integrated experiences in the language arts strands. Emphasis will be on inference, application, analysis, evaluation, and synthesis of content from varied texts.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts
- reading comprehension strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the

content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate understanding of reading as a complex process, including understanding of the reader’s knowledge and skills, the author’s intent, and text structure.

LA.E.1.3.3 understand various elements of authors’ craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

2. Demonstrate coordinated use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

1

2 Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

3 Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

5. Construct meaning of text through inference, application, analysis, evaluation, and synthesis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

6. Select and use appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

1 Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.

2 Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

9. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

10. Select, evaluate, and use materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1008300
Course Title:	Reading I
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and strengthen reading skills through integrated experiences in the language arts strands.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts
- reading strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.**
 - LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

- 2. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.**

- 3. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.**
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- **Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- 5. Construct meaning of text through inference, application, and analysis.**
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- 6. Demonstrate use of before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

7. Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.

8. Demonstrate comprehension of multiple sources of text and graphic information through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

9. Apply critical-thinking and study skills to enhance achievement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

10. Select and use materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1008310
Course Title:	Reading II
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and strengthen reading skills through integrated experiences in the language arts strands.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts
- reading strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of reading as a complex process, including knowledge of the roles of reader, author, and text structure.**
 - LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

- 2. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.**

- 3. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.**
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

- 4. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

- 5. Construct meaning of text through inference, application, analysis, and evaluation.**
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

- 6. Demonstrate use of before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

7. Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.

8. Demonstrate comprehension of multiple sources of text and graphic information through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

9. Apply critical-thinking and study skills to enhance achievement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

10. Select, analyze, and use materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1008320
Course Title:	Advanced Reading
Credit:	0.5

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and strengthen advanced reading skills in preparation for postsecondary education.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts
- reading strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate understanding of reading as a complex process, including understanding of the reader's own knowledge and skills, the author's intent, and text structure.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

2. Demonstrate coordinated use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

- 3. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.**
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

- 4. Demonstrate use of an expanded and effective vocabulary, including specific content area vocabulary.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

- 5. Construct meaning of text through inference, application, analysis, evaluation, and synthesis.**
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

- 6. Demonstrate use of before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

7. Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.

8. Demonstrate comprehension of multiple sources of text and graphic information through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

9. Apply independent critical-thinking and study skills to enhance performance and achievement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

10. Select, evaluate, and use primary and secondary source materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1008330
Course Title:	Reading III
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and strengthen reading skills in preparation for postsecondary education or employment.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts
- reading strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate understanding of reading as a complex process, including understanding of the reader's own knowledge and skills, the author's intent, and text structure.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

2. Demonstrate coordinated use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

- 3. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.**
 - LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

- 4. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

- 5. Construct meaning of text through inference, application, analysis, evaluation, and synthesis.**
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

- 6. Demonstrate use of before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.**
 - LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

7. Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.

8. Demonstrate comprehension of multiple sources of text and graphic information through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

9. Apply independent critical-thinking and study skills to enhance performance and achievement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

10. Select, evaluate, and use primary and secondary source materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

Reading for College Success Benchmarks (1008350)

- A. Major Concepts/Content:** This course prepares students for entry level College Reading. Major topics include argument, bias, supporting details, fact and opinion, inferences, main ideas, organizational patterns and relationships, purpose and tone, and vocabulary in context.
- B. Course Requirements:** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to the course. The benchmarks printed in regular type are required for this course.

1. Locate or infer the main idea.

- LA.912.1.7.3 Determine the main ideas or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.912.2.2.2 Use information from the text to answer question to state the main idea or provide relevant details.

2. Determine the meanings of words through vocabulary context clues.

- LA.912.1.6.1 Use new vocabulary that is introduced and taught directly.
- LA.912.1.6.3. Use context clues to determine meanings of unfamiliar words.
- LA.912.1.6.4. Categorize key vocabulary and identify salient features.
- LA.912.1.6.5 Relate new vocabulary to familiar words.
- LA.912.1.6.9 Determine the correct meaning of words with multiple meanings in context.
- LA.912.1.7.8 Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by check other sources.

LA.912.2.2.2 Use information from the text to answer question to state the main idea or provide relevant details.

LA.912.2.2.5 Select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

3. Find specific details.

LA.912.1.7.3 Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.912.2.2.1 Analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

LA.912.2.2.2 Use information from the text to answer question to state the main idea or provide relevant details.

LA.912.2.2.3 Organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).

4. Make or conclude appropriate inferences based on information given.

LA.912.1.7.3 Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.912.2.2.1 Analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

5. Differentiate an author's tone and purpose based upon author

word choice.

- LA.912.1.6.1 Use new vocabulary that is introduced and taught directly.
- LA.912.1.6.4 Categorize key vocabulary and identify salient features.
- LA.912.1.7.1 Use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions) text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.912.1.7.2 Analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.912.2.2.4 Identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text).

6. Recognize relationships and organizational patterns of ideas within sentences, between sentences in single paragraphs, and entire passages.

- LA.912.1.7.1. Use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions) text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.912.1.7.4 Identify cause-and-effect relationships in text.
- LA.912.1.7.5 Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.
- LA.912.2.2.3 Organize information to show understanding or relationships among facts, ideas, and events (e.g.,

representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1009000
Course Title: M/J Creative Writing 1
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate awareness of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction).**

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

2. **Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

3. **Demonstrate use of prewriting strategies to create, select, and organize ideas.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including

card catalogs and computer catalogs to gather information for research topics.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

4. Create drafts that reflect a personal writing style, using various literary devices appropriate to the text.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, *oral*, and *visual* communications.

5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.

LA.B.1.3.3 produce final documents that have been edited for

correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

- 6. Write a variety of focused, coherent creative writings (e.g., poetry, short stories, plays, novels, essays, nonfiction).**
- 7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**
 - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
 - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
 - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- 8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1009010
Course Title: M/J Creative Writing 2
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop and use intermediate-level writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques-publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. The content of this one-year course may be adjusted to

accommodate a shorter schedule such as a wheel or one-semester course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction).**

- LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
- LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
- LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

- 2. Demonstrate knowledge of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

- LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

- 3. Demonstrate use of prewriting strategies to create, select, and organize ideas.**

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

4. Create drafts that reflect a personal writing style, using various literary devices appropriate to the text.

- LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, *oral*, and *visual* communications.

5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.

- LA.B.1.3.3 produce final documents that have been edited for

correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

- LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

- LA.D.1.3.3 demonstrate an awareness of the difference between the use of

English in formal and informal settings.

- 6. Write a variety of focused, coherent creative writings (e.g., poetry, short stories, plays, novels, essays, nonfiction).**
- 7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**
 - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
 - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
 - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- 8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1009020
Course Title: M/J Creative Writing 3
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop and use advanced writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. The content of this one-year course may be adjusted to

accommodate a shorter schedule such as a wheel or one-semester course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate understanding of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction).**
 - LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
 - LA.A.2.3.2 identify the author’s purpose and/or point of view in a variety of texts and use the information to construct meaning.
 - LA.E.1.3.3 understand various elements of authors’ craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

- 2. Demonstrate understanding of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**
 - LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
 - LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

- 3. Demonstrate use of prewriting strategies to create, select, and organize ideas.**
 - LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

4. Create drafts that reflect a personal writing style, using various literary devices appropriate to the text.

- LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, *oral*, and *visual* communications.

5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.

- LA.B.1.3.3 produce final documents that have been edited for

correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

- LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

- LA.D.1.3.3 demonstrate an awareness of the difference between the use of

English in formal and informal settings.

- 6. Write a variety of focused, coherent creative writings (e.g., poetry, short stories, plays, novels, essays, nonfiction).**
- 7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**
 - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
 - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
 - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- 8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1009030
Course Title: M/J Expository Writing 1
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop and use fundamental writing and language skills in the creation of expository writing.

The content should include, but not be limited to, the following:

- analysis of expository models
- impact of audience, purpose, and writing mode
- writing process strategies
- organization and support appropriate to the text
- various expository writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate awareness of the characteristics of expository writing through analysis of selected models (e.g., personal or narrative exposition, short research report, response to literature).**
 - LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
 - LA.A.2.3.2 identify the author’s purpose and/or point of view in a variety of texts and use the information to construct meaning.
 - LA.E.1.3.3 understand various elements of authors’ craft appropriate at this grade level, including word choice, *symbolism*, figurative language, *mood*, *irony*, *foreshadowing*, *flashback*, persuasion techniques, and point of view in both fiction and nonfiction.

2. **Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**
 - LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
 - LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

3. **Demonstrate use of prewriting strategies to create, select, and organize ideas.**
 - LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
 - LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including

card catalogs and computer catalogs to gather information for research topics.

- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, *spreadsheets*, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

4. Create drafts that demonstrate use of organizational development and supporting details appropriate to the text.

- LA.B.1.3.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.
- LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.

5. Edit drafts for content and mechanics, revise as appropriate, and proofread.

- LA.B.1.3.3 produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and semicolons;
 - correct capitalization;
 - effective sentence structure;
 - correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures,

including parallel structure; and correct formatting.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

1 Create a variety of focused, coherent expository writings (e.g., personal or narrative exposition, short research report, response to literature).

2 Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1009040
Course Title: M/J Expository Writing 2
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to enable students to develop and use intermediate-level writing and language skills in the creation of expository writing.

The content should include, but not be limited to, the following:

- analysis of expository models
- impact of audience, purpose, and writing mode
- writing process strategies
- organization and support appropriate to the text
- various expository writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of the characteristics of expository writing through analysis of selected models (e.g., personal or narrative exposition, short research report, response to literature).**
 - LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
 - LA.A.2.3.2 identify the author’s purpose and/or point of view in a variety of texts and use the information to construct meaning.
 - LA.E.1.3.3 understand various elements of authors’ craft appropriate at this grade level, including word choice, *symbolism*, figurative language, *mood*, *irony*, *foreshadowing*, *flashback*, persuasion techniques, and point of view in both fiction and nonfiction.

- 2. Demonstrate knowledge of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**
 - LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
 - LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

- 3. Demonstrate use of prewriting strategies to create, select, and organize ideas.**
 - LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or

real-world task.

- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, *spreadsheets*, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

4. Create drafts that demonstrate use of organizational development and supporting details appropriate to the text.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.

5. Edit drafts for content and mechanics, revise as appropriate, and proofread.

LA.B.1.3.3 produce final documents that have been edited for

correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject/verb agreement, common noun/pronoun

agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, *sounds*, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

1 Create a variety of focused, coherent expository writings (e.g., personal or narrative exposition, short research report, response to literature).

2 Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1009300

Course Title: Writing I

Credit: 0.5

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of essay formats.

The content should include, but not be limited to, the following:

- analysis of model essays
- impact of audience, purpose, and writing mode
- writing process strategies
- organization and support appropriate to text
- various writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate awareness of the characteristics of rhetorical modes of writing through analysis of selected model essays (e.g., narration, exposition, persuasion, description).

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

2. **Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**
 - LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
 - LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

3. **Demonstrate use of fundamental prewriting strategies to create, select, and organize ideas.**
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.2.4.2 organize information using appropriate systems.

4. **Create drafts that demonstrate use of organizational development and supporting details appropriate to the text.**
 - LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;

- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

6. Create a variety of focused, coherent writings (e.g., personal essay, research report, persuasive composition, autobiography, response to literature).

- 7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**
 - LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

- 8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1009310

Course Title: Writing II

Credit: 0.5

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use intermediate-level writing and language skills for creative expression in a variety of essay formats. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of model essays
- impact of audience, purpose, and writing mode
- writing process strategies
- organization and support appropriate to text
- personal writing style
- various writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of the characteristics of rhetorical modes of writing through analysis of selected model essays (e.g., narration, exposition, persuasion, description).**
 - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
 - LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

- 2. Demonstrate knowledge of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**
 - LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
 - LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

- 3. Demonstrate use of intermediate-level prewriting strategies to create, select, and organize ideas.**
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.2.4.2 organize information using appropriate systems.

- 4. Create drafts that demonstrate use of organizational development, supporting details, and a personal writing style appropriate to the text.**
 - LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;

- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

6. Create a variety of focused, coherent writings (e.g., personal essay, research report, persuasive composition, autobiography, response to literature).

- 7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**
 - LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

- 8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1009320
Course Title:	Creative Writing I
Credit:	0.5

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate awareness of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction).

LA.E.1.4.1 identify the characteristics that distinguish literary forms.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

2. **Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**
 - LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
 - LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

3. **Demonstrate use of fundamental prewriting strategies to create, select, and organize ideas.**
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.2.4.2 organize information using appropriate systems.

4. **Create drafts that demonstrate a personal writing style, using various literary devices appropriate to the text.**
 - LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and

- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.

- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

6. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1009330
Course Title:	Creative Writing II
Credit:	0.5

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use intermediate-level writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate knowledge of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction, chapbooks).

LA.E.1.4.1 identify the characteristics that distinguish literary forms.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

2. **Demonstrate knowledge of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**
 - LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
 - LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

3. **Demonstrate use of intermediate-level prewriting strategies to create, select, and organize ideas.**
 - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.2.4.2 organize information using appropriate systems.

4. **Create drafts that demonstrate a personal writing style, using various literary devices appropriate to the text.**
 - LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and

- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.

- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

6. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).

Florida Department of Education**COURSE DESCRIPTION — GRADES 9-12, ADULT**

Subject Area: Language Arts
Course Number: 1009331
Course Title: Creative Writing III
Credit: 1.0

- A. Major Concepts/Content.** The purpose of the course is to develop writing and language skills needed for individual expression in traditional poetic forms.

The content should include, but not be limited to, the following:

- reading, analyzing and writing Blues, Ballad, Asian, Italian, French forms and traditional forms.
- technical aspects of entering contests and publishing student work in a literary publication
- technical aspects of entering and performing in a public reading

- B. Special Note.** None

- C. Course Requirements.**

After successfully completing this course, the student will:

1. Identify characteristics of various poetic forms
2. Show a mastery of writing in a variety of poetic forms
3. Evaluate representative examples of poetry as models for writing
4. Apply critical feedback from evaluators to the revision of person poems
5. Interact critically with other students engaged in creative writing
6. Prepare manuscripts for publication
7. Prepare for oral interpretation of personal work
8. Participate in public performance

Sunshine State Standards

A. Reading

- LA.A.1.4.1 - selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.3 - refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 - applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.2 - determines the author's purpose and point of view and their effects on the text.
- LA.A.2.4.6 - selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, new sources, and information services.

B. Writing

- LA.B.1.4.1 - selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 - drafts and revises writing that
- uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 - produces final documents that have been edited for conventions of standard written English.
- LA.B.2.4.2 - organizes information using appropriate systems.
- LA.B.2.4.3 - writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.B.2.4.4 - selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

C. Listening, Viewing, and Speaking

LA.C.1.4.1 - selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 - describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 - uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 - identifies bias, prejudice, or propaganda in oral messages.

LA.C.3.4.1 - uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 - selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.4 - applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

D. Language

LA.D.1.4.1 - applies an understanding that language and literature are primary means by which culture is transmitted.

LA.D.1.4.2 - makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.1.4.3 - understands that there are differences among various dialects of English.

LA.D.2.4.2 - understands the subtleties of literary devices and techniques in the comprehension and creation of communication.

E. Literature

LA.E.1.4.1 - identifies the characteristics that distinguish literacy forms.

- LA.E.1.4.2 - understands why certain literary works are considered classics.
- LA.E.1.4.3 - identifies universal themes prevalent in the literature of all cultures.
- LA.E.1.4.5 - understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.2 - understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 - analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 - understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 - analyzes the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 - recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 - examines a literary selection from several critical perspectives.
- LA.E.2.4.8 - knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

Florida Department of Education**COURSE DESCRIPTION — GRADES 9-12, ADULT**

Subject Area: Language Arts
Course Number: 1009332
Course Title: Creative Writing IV
Credit: 1.0

- A. Major Concepts/Content.** The purpose of the course is to have students develop a compilation of works of professional literary merit in the form of a chapbook, essay or short story collection.

The content should include, but not be limited to, the following:

- a thorough and in-depth examination of a variety of short literary collections which include variety of peer, teacher, and professional examples.
- developing and organizing polished material for their collection.

- B. Special Note.** None

- C. Course Requirements.**

After successfully completing this course, the student will:

1. Produce a selection of polished poems, stories, or essays.
2. Interact critically with other students engaged in creative writing.
3. Apply critical feedback from evaluators to the revision of personal pieces of writing.
4. Provide critical feedback from the evaluation of professional chapbooks and other collections.

Sunshine State Standards**A. Reading**

- LA.A.1.4.1 - selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.3 - refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 - applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.2 - determines the author's purpose and point of view and their effects on the text.

LA.A.2.4.6 - selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, new sources, and information services.

B. Writing

LA.B.1.4.1 - selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 - drafts and revises writing that

- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 - produces final documents that have been edited for conventions of standard written English.

LA.B.2.4.2 - organizes information using appropriate systems.

LA.B.2.4.3 - writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.B.2.4.4 - selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

C. Listening, Viewing, and Speaking

LA.C.1.4.1 - selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

- LA.C.1.4.2 - describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 - uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 - identifies bias, prejudice, or propaganda in oral messages.
- LA.C.3.4.1 - uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 - selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.4 - applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

D. Language

- LA.D.1.4.1 - applies an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.2 - makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 - understands that there are differences among various dialects of English.
- LA.D.2.4.2 - understands the subtleties of literary devices and techniques in the comprehension and creation of communication.

E. Literature

- LA.E.1.4.1 - identifies the characteristics that distinguish literacy forms.
- LA.E.1.4.2 - understands why certain literary works are considered classics.
- LA.E.1.4.3 - identifies universal themes prevalent in the literature of all cultures.
- LA.E.1.4.5 - understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- LA.E.2.4.2 - understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 - analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 - understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 - analyzes the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 - recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 - examines a literary selection from several critical perspectives.
- LA.E.2.4.8 - knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

Florida Department of Education

COURSE DESCRIPTION — GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1009333
Course Title: Creative Writing V
Credit: 1.0

- A. Major Concepts/Content.** A continuation of Creative Writing X, the purpose of the course is to have students complete, refine and self-publish a compilation of works of professional literary merit in the form of a chapbook, essay or short story collection. Also, students may pursue a variety of intern possibilities.

The content should include, but not be limited to, the following:

- a thorough and indepth examination of a variety of short literary collections which include a variety of professional, peer, and/or teacher examples.
- expanding, refining, and self-publishing a literary collection.

- B. Special Note.** None

- C. Course Requirements.**

After successfully completing this course, the student will:

1. Produce a professional quality literary collection, including several new pieces and/or extensively revised pieces from previous courses.
2. Interact critically with other students engaged in creative writing.
3. Apply critical feedback from evaluators pertaining to the final written product.
4. Participate in a public reading and book signing.

Sunshine State Standards**A. Reading**

- LA.A.1.4.1 - selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.3 - refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 - applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.2 - determines the author's purpose and point of view and their effects on the text.

LA.A.2.4.6 - selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, new sources, and information services.

B. Writing

LA.B.1.4.1 - selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 - drafts and revises writing that

- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 - produces final documents that have been edited for conventions of standard written English.

LA.B.2.4.2 - organizes information using appropriate systems.

LA.B.2.4.3 - writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.B.2.4.4 - selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

C. Listening, Viewing, and Speaking

LA.C.1.4.1 - selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 - describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 - uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 - identifies bias, prejudice, or propaganda in oral messages.

LA.C.3.4.1 - uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 - selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.4 - applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

D. Language

LA.D.1.4.1 - applies an understanding that language and literature are primary means by which culture is transmitted.

LA.D.1.4.2 - makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.1.4.3 - understands that there are differences among various dialects of English.

LA.D.2.4.2 - understands the subtleties of literary devices and techniques in the comprehension and creation of communication.

E. Literature

LA.E.1.4.1 - identifies the characteristics that distinguish literacy forms.

LA.E.1.4.2 - understands why certain literary works are considered classics.

LA.E.1.4.3 - identifies universal themes prevalent in the literature of all cultures.

LA.E.1.4.5 - understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.2 - understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 - analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

- LA.E.2.4.4 - understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 - analyzes the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 - recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 - examines a literary selection from several critical perspectives.
- LA.E.2.4.8 - knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1009340
Course Title:	Screenplay Writing
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop writing skills for original screenplays and adaptations for television and film. Emphasis will be on examination of the tools of film and development of scripts for production in a high school television studio.

The content should include, but not be limited to, the following:

- film and script terminology
- analysis of model screenplays
- elements of screenplay writing
- inherent time and format constraints
- writing original works and adaptations for television and film
- production considerations
- peer review and critical analysis
- marketing techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge and use of appropriate film and script terminology.**
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including *figurative, idiomatic, and* technical meanings.

- 2. Demonstrate knowledge of the characteristics of screenplays through analysis of selected works.**
 - TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).
 - TH.D.1.4.2 understand allegoric and symbolic references in plays.

3. Draft and revise one or more screenplays that are original works or adaptations, developing such dramatic elements as theme, plot, character, and action; and taking time and format constraints into consideration.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.E.2.4.4 understand the use of images and sounds to elicit *the reader's* emotions in both fiction and nonfiction.
- TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.

4. Demonstrate knowledge of production considerations (e.g., directing, shooting, performing, editing) when writing for television and film.

- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.
- TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.
- TH.E.1.4.1 understand how to use various arts media to enhance communication in theatrical productions.
- TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.

5. Analyze and evaluate one's own and others' screenplays using technical and aesthetic criteria.

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.

TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (*e.g., different depictions of the story of Aladdin*).

6. **Demonstrate awareness of techniques for marketing screenplays to the television and film industry.**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area:	Language Arts
Course Number:	1009350
Course Title:	Playwriting
Credit:	1.0

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of and use the principles and techniques employed in dramatic writing for the stage.

The content should include, but not be limited to, the following:

- analysis of selected plays
- writing for theatrical performance
- monologues, dialogues, scenes, and plays
- production considerations
- critical analysis of form and content
- manuscripts for publication or performance

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate knowledge of the characteristics of a script through analysis of selected plays.

LA.E.1.4.4 understand the characteristics of major types of drama.

TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).

TH.D.1.4.2 understand allegoric and symbolic references in plays.

2. Draft and revise monologues, dialogues, scenes, and plays; and apply relevant aspects of Aristotle's *Poetics* to the writing.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;

- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.

3. Demonstrate knowledge of production considerations (e.g., directing, rehearsing, performing) when writing for the stage.

- TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.
- TH.E.1.4.1 understand how to use various arts media to enhance communication in theatrical productions.

TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.

4. Analyze and evaluate one's own and others' manuscripts using technical and aesthetic criteria.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.

TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices *in film, television, and electronic media (e.g., different depictions of the story of Aladdin)*.

5. Prepare original manuscripts suitable for publication or performance.

COURSE DESCRIPTION – GRADES 9-12

Subject Area:	Language Arts
Course Number:	1009360
Course Title:	AICE General Writing Paper I
Credit:	1.0

Will meet graduation requirement for English

For complete AICE-approved syllabus for this course:

http://www.cie.org.uk/qualifications/academic/uppersec/alevel/subject?assdef_id=783

Basic assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout the students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

The content should include, but not be limited to the following:

- Promoting the skills of rational thought persuasion, analysis, interpretation and evaluation
- Encouraging exploration and appraisal of social, cultural, economic, philosophical, scientific, and technological issues
- Promoting maturity of thought and clarity of written expression
- Promoting understanding and appreciation of individual, societal, and cultural diversity
- Encouraging independent, critical reading

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. The course requirements contained in this course description are designed for a one-credit course. The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by University of Cambridge International Examinations. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

C. After successfully completing this course, the student will:

- 1. Demonstrate knowledge and understanding in relationship to topic areas identified (historical, social, economic, political, philosophical, scientific, geographical, mathematical, literature and language, arts and crafts).**
- 2. Demonstrate knowledge of methods and techniques appropriate to a specific task.**
- 3. Demonstrate the ability to identify, select and interpret, through reasoned consideration, material (including knowledge) appropriate to a specific task.**
- 4. Demonstrate the ability to apply knowledge, understanding and analysis in relation to a specific task (e.g. in drawing references, providing explanations, constructing and developing arguments, understanding the implications of a suggested course of action or conclusion, etc).**

Course Description

Writing for College Success Benchmarks #1009370

A. Major Concepts/Content: This course prepares students for entry level College English. Major topics include writing effective sentences, using patterns of paragraph development, solving common sentence problems, reading essays, and understanding basic grammar and mechanics.

The content should include, but not be limited to, the following:

- Identify and correctly use the parts of speech
- Demonstrate the correct use of mechanics
- Construct a grammatically correct sentence
- Construct a well-developed paragraph
- Construct a well-developed essay
- Demonstrate effective proofreading and editing techniques

B. Course Requirements – These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course. The benchmarks printed in regular type are required for this course.

1. Identify complete subjects, complete verbs, and prepositions.

LA.8.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.

2. Differentiate between complete sentences and fragments.

LA.912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

LA912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

3. Recognize and demonstrate subject verb agreement.

LA.912.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.

4. Identify and correctly punctuate compound sentences.

LA. 912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

5. Identify and correctly punctuate complex sentences.

LA912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

LA912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

6. Demonstrate the correct use of verb tenses.

LA.7.3.4.5 The student will edit for consistency in verb tense in simple, compound, and complex sentences.

LA.8.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.

7. Identify misplaced and dangling modifiers, and be able to correct them.

LA912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

LA.912.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.

8. Demonstrate correct use of commas.

LA912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

9. Demonstrate correct use of apostrophes.

LA912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

10. Exhibit an understanding of mechanics.

LA.912.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*).

LA.912.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives.

- LA912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.
- LA.912.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.
- LA912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

11. Identify and demonstrate the correct use of pronouns.

- LA.912.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.

12. Write a grammatically correct sentence.

- LA912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.
- LA912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

13. Construct a well developed paragraph with a clear topic sentence, supporting details, and a concluding sentence.

- LA.912.3.11 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussions, research materials, or other reliable sources) based upon teacher-directed topics and personal interests.
- LA.912.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.
- LA.912.3.1.3 The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table,, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.912.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.
- LA.912.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.
- LA.912.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal

style, demonstrating a command of language with confidence of expression.

LA.912.4.2.1

The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions).

**Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

Subject Area: Language Arts
Course Number: 1010310
Course Title: Sign Language II
Credit: 1.0

- A. Major concepts/content.** The purpose of this course is to teach hearing students intermediate conversational skills in sign language and a functional knowledge of various aspects of deafness.

The content should include, but not be limited to, the following:

- conversational vocabulary
- grammatical features of sign language systems
- audiological, educational, social, legal, and cultural aspects of deafness

- B. Special note.** Completion of Sign Language I or consent of the instructor is required for participation in this course.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Demonstrate increased competence in receptive and expressive mastery of vocabulary items presented.
2. Demonstrate increased fluency in receptive and expressive fingerspelling.
3. Demonstrate increased competence in receptive and expressive mastery of the grammatical features of sign language systems.
4. Demonstrate increased fluency in receptive and expressive competence for sentences, dialogues, monologues, short stories, narratives, and other forms of expression presented by the teacher, deaf signers, and other classmates and in self-generated work.

5. Demonstrate increased competence in beginning, continuing, and concluding long conversations with the teacher, other classmates, and deaf signers.
6. Demonstrate a functional knowledge of specific aspects of deafness.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1010300
Course Title: Sign Language I
Credit: 1.0

- A. Major concepts/content.** The purpose of this course is to teach hearing students basic conversational skills in sign language and a basic awareness of various aspects of deafness.

The content should include, but not be limited to, the following:

- conversational vocabulary and grammatical features of sign language systems
- brief presentation of audiological, educational, social, legal, and cultural aspects of deafness

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Demonstrate use of receptive and expressive signing skills.
2. Demonstrate receptive and expressive use of fingerspelling.
3. Demonstrate receptive and expressive competence for conversations.
4. Identify and explain specific aspects of deafness.

**Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

Subject Area: Language Arts
Course Number: 1010310
Course Title: Sign Language II
Credit: 1.0

- A. Major concepts/content.** The purpose of this course is to teach hearing students intermediate conversational skills in sign language and a functional knowledge of various aspects of deafness.

The content should include, but not be limited to, the following:

- conversational vocabulary
- grammatical features of sign language systems
- audiological, educational, social, legal, and cultural aspects of deafness

- B. Special note.** Completion of Sign Language I or consent of the instructor is required for participation in this course.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Demonstrate increased competence in receptive and expressive mastery of vocabulary items presented.
2. Demonstrate increased fluency in receptive and expressive fingerspelling.
3. Demonstrate increased competence in receptive and expressive mastery of the grammatical features of sign language systems.
4. Demonstrate increased fluency in receptive and expressive competence for sentences, dialogues, monologues, short stories, narratives, and other forms of expression presented by the teacher, deaf signers, and other classmates and in self-generated work.

5. Demonstrate increased competence in beginning, continuing, and concluding long conversations with the teacher, other classmates, and deaf signers.
6. Demonstrate a functional knowledge of specific aspects of deafness.

**Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

Subject Area: Language Arts
Course Number: 1010320
Course Title: Sign Language III
Credit: 1.0

- A. Major concepts/content.** The purpose of this course is to teach hearing students intermediate sign language skills and become advanced communicators in sign language.

The content should include, but not be limited to, the following:

- conversational vocabulary and grammatical features of sign language systems
- audiological, educational, social, legal, and cultural aspects of deafness

- B. Special note.** Completion of Sign Language II or consent of the instructor is required for participation in this course.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Demonstrate advanced competence in receptive and expressive mastery of vocabulary items presented.
2. Demonstrate advanced fluency in receptive and expressive fingerspelling.
3. Demonstrate advanced competence in receptive and expressive mastery of the grammatical features of sign language systems.
4. Demonstrate increased fluency in receptive and expressive competence for sentences, dialogues, monologues, short stories, narratives, and other forms of expression presented by the teacher, deaf signers, and other classmates and in self-generated work.

5. Demonstrate advanced competence in beginning, continuing, and concluding long conversations with the teacher, other classmates, and deaf signers.
6. Demonstrate thorough knowledge of specific aspects of deafness.

Florida Department of Education
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

Subject Area: Language Arts
Course Number: 1010360
Course Title: Braille Reading and Writing
Credit: 1.0

A. Major concepts/content. The purpose of this course is to teach students literary Grade 2 Braille and a basic awareness of aspects of visual disabilities. The content should include, but not be limited to:

- transcription of print to Braille
- presentation of emotional, social, legal, and cultural aspects of visual disabilities

B. Special note. None

C. Course Requirements. After successfully completing this course, the student will:

1. Demonstrate visual reading of Braille.
2. Demonstrate writing of Braille on a braillewriter.
3. Identify and explain specific aspects of blindness.

**Florida Department of Education COURSE DESCRIPTION - GRADES 9-12,
ADULT**

Subject Area: Language Arts

Course Number: 1020810

Course Title: American Literature Honors

Credit: 1.0

Will meet graduation requirement for English

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as need in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.
- . **A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- .- using the reading process to construct meaning using technical, informative, and imaginative texts
- .- using writing processes for various purposes with attention to style and format
- .- using the research process and individual inquiry to locate, analyze, and evaluate information
- .- using effective listening, speaking, and viewing strategies in informal and formal situations.
- .- understanding the power of language as it impacts readers, writers, listeners, and speakers
- .- understanding and analyzing literary texts
- .- responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

- B. Special Note.** The emphasis will be on literary works from the Colonial Period to the present, identifying predominant literary genres, forms, themes, and subjects associated with each literary period; literature representative of many cultures may be used to support integrated studies and multicultural emphases.
- C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course the student will:

1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing

situation;

- has an organizational pattern that provides for a logical progression of ideas;
- . has effective use of transitional devices that contribute to a sense of completeness;
- . has support that is substantial, specific, relevant, and concrete;
- . demonstrates a commitment to and involvement with the subject;
- . uses creative writing strategies as appropriate to the purpose of the paper;
- . demonstrates a mature command of language with precision of expression;
- . has varied sentence structure; and
- . has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- . correct spelling;
 - . correct punctuation, including commas, colons, and common use of semicolons;
 - . correct capitalization;
 - . correct sentence formation;
 - . correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect;
- and
- . correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

- L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- L.A.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- L.A.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- L.A.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- L.A.C.3.4.5 develop and sustain a line argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such a connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1020820

Course Title: British Literature Honors

Credit: 1.0

Will meet graduation requirement for English

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as need in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.
- . **A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- .- using the reading process to construct meaning using technical, informative, and imaginative texts
- .- using writing processes for various purposes with attention to style and format
- .- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- .- understanding the power of language as it impacts readers, writers, listeners, and speakers
- .- understanding and analyzing literary texts
- .- responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to

the content and processes of the subject matter of this course.

- B. Special Note.** The emphasis will be literary works of Great Britain from Old, Middle and Modern English; literature representative of many cultures may be used to support integrated studies and multicultural emphases. The course should also recognize the fundamental changes in language development from the Anglo-Saxon Period to the Modern Period.
- C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course the student will:

1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that

- . is focused, purposeful, and reflects insight into the writing situation;
- . has an organizational pattern that provides for a logical progression of ideas;
- . has effective use of transitional devices that contribute to a sense of completeness;
- . has support that is substantial, specific, relevant, and concrete;
- . demonstrates a commitment to and involvement with the subject;
- . uses creative writing strategies as appropriate to the purpose of the paper;
- . demonstrates a mature command of language with precision of expression;
- . has varied sentence structure; and
- . has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- . correct spelling;
- . correct punctuation, including commas, colons, and common use of semicolons;
- . correct capitalization;
- . correct sentence formation;
- . correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect;
- . and
- . correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

- L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- L.A.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- L.A.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- L.A.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- L.A.C.3.4.5 develop and sustain a line argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

- L.A.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- L.A.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- L.A.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- L.A.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- L.A.D.1.4.3 understand that there are differences among various dialects of English.
- L.A.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global

communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such a connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized,

including almanacs, government publications, microfiche, news sources, and information services.

- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

**Florida Department of Education COURSE DESCRIPTION - GRADES 9-12,
ADULT**

Subject Area: Language Arts

Course Number: 1020830

Course Title: Classical Literature Honors

Credit: 1.0

Will meet graduation requirement for English

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as need in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.

. **A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- .- using the reading process to construct meaning using technical, informative, and imaginative texts
- .- using writing processes for various purposes with attention to style and format
- .- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- .- understanding the power of language as it impacts readers, writers, listeners, and speakers
- .- understanding and analyzing literary texts
- .- responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

- B. Special Note.** The emphasis will be the literary influences on world culture of the great societies from ancient Greece to the Reformation. The content includes, but is not limited to, man's search for values, for a place in society, for political and religious identity, and for aesthetic expression.
- C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course the student will:

1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of

- ideas;
 - . has effective use of transitional devices that contribute to a sense of completeness;
 - . has support that is substantial, specific, relevant, and concrete;
 - . demonstrates a commitment to and involvement with the subject;
 - . uses creative writing strategies as appropriate to the purpose of the paper;
 - . demonstrates a mature command of language with precision of expression;
 - . has varied sentence structure; and
 - . has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
 - correct spelling;
 - . correct punctuation, including commas, colons, and common use of semicolons;
 - . correct capitalization;
 - . correct sentence formation;
 - . correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect;
- and
- . correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.1.4.3 produce final documents that have been edited for

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify

meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.C.3.4.5 develop and sustain a line argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.1.4.3 understand that there are differences among various dialects of English.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such a connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1020840

Course Title: Contemporary Literature Honors

Credit: 1.0

Will meet graduation requirement for English

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as need in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- .- using the reading process to construct meaning using technical, informative, and imaginative texts
- .- using writing processes for various purposes with attention to style and format
- .- using the research process and individual inquiry to locate, analyze, and evaluate information
- .- using effective listening, speaking, and viewing strategies in informal and formal situations
- .- understanding the power of language as it impacts readers, writers, listeners, and speakers
- .- understanding and analyzing literary texts
- .- responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the

Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

- B. Special Note.** The emphasis will be works of major contemporary authors whose writings reflect the characteristics, problems, and values of modern culture; literature representative of many cultures may be used to support integrated studies and multicultural emphases.
- C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course the student will:

1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such

as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- . is focused, purposeful, and reflects insight into the writing situation;
- . has an organizational pattern that provides for a logical progression of ideas;
- . has effective use of transitional devices that contribute to a sense of completeness;
- . has support that is substantial, specific, relevant, and concrete;
- . demonstrates a commitment to and involvement with the subject;
- . uses creative writing strategies as appropriate to the purpose of the paper;
- . demonstrates a mature command of language with precision of expression;
- . has varied sentence structure; and
- . has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- . correct spelling;
 - . correct punctuation, including commas, colons, and common use of semicolons;
 - . correct capitalization;
 - . correct sentence formation;
 - . correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect;
- and
- . correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to

and building on the ideas of a previous speaker, and respecting the viewpoints of others.

- L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such a connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1020850

Course Title: World Literature Honors

Credit: 1.0

Will meet graduation requirement for English

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as need in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- .- using the reading process to construct meaning using technical, informative, and imaginative texts
- .- using writing processes for various purposes with attention to style and format
- .- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- .- understanding the power of language as it impacts readers, writers, listeners, and speakers
- .- understanding and analyzing literary texts
- .- responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the

Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

- B. Special Note.** The emphasis will be works of Western and Eastern literature that are representative of particular cultures and world literature movements from ancient times to the present. Selections include fiction, nonfiction, and poetry chosen on the basis of relationships to cultural, social, and literary ideas and concerns of contemporary students.
- C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course the student will:

1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.

- LA.B.1.4.1 select and use appropriate prewriting strategies, such

as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- . is focused, purposeful, and reflects insight into the writing situation;
- . has an organizational pattern that provides for a logical progression of ideas;
- . has effective use of transitional devices that contribute to a sense of completeness;
- . has support that is substantial, specific, relevant, and concrete;
- . demonstrates a commitment to and involvement with the subject;
- . uses creative writing strategies as appropriate to the purpose of the paper;
- . demonstrates a mature command of language with precision of expression;
- . has varied sentence structure; and
- . has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- . correct spelling;
 - . correct punctuation, including commas, colons, and common use of semicolons;
 - . correct capitalization;
 - . correct sentence formation;
 - . correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect;
- and
- . correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions,

including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

- L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

5. Demonstrate understanding of the ways that history, culture, and setting influence language.

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of

English.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such a connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

7. Use the research and critical inquiry processes to prepare documents and oral presentations.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1020860

Course Title: Great Books

Credit: 1.0

Will meet graduation requirements for English.

Basic Assumptions for Language Arts Education:

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- .- using the reading process to construct meaning using technical, informative, and imaginative texts
- .- using writing processes for various purposes with attention to style and format
- .- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- .- understanding the power of language arts as it impacts readers, writers, listeners, and speakers
- .- understanding and analyzing literary texts
- .- responding critically and aesthetically to Western and Eastern literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter of this course.

B. Special Note. The emphasis will be the study of Western and Eastern literature representative of particular cultures and world literary movements from ancient times to the present. Selections from all genres are chosen on the basis of relationships to cultural, social, and literary ideas as well as contemporary concerns of students.

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.
 - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
 - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2. Use writing processes effectively to communicate ideas appropriate styles, format, and conventions of standard English.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.1.4.2 draft and revise writing that
 - . is focused, purposeful, and reflects insight into the writing situation;
 - . has an organizational pattern that provides for a logical progression of ideas;
 - . has effective use of transitional devices that contribute to a sense of completeness;
 - . has support that is substantial, specific, relevant, and concrete;
 - . demonstrates a commitment to and involvement with the subject;
 - . uses creative writing strategies as appropriate to the purpose of the paper;
 - . demonstrates a mature command of language with precision of expression;
 - . has varied sentence structure; and
 - . has few, if any, convention error in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect;
- and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group

presentations, formal presentations, and impromptu situations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

2. 5. Demonstrate understanding of the ways that history, culture, and setting influence language.

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

L.A.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

1. 6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.

2. 7. Use the research and critical inquiry processes to prepare documents and oral presentations.

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.4 understand the characteristics of major types of drama.

LA.E.1.4.5 understand the different stylistic, thematic, and technical

LA.E.2.4.1 qualities present in the literature of different cultures and historical periods. analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the
LA.E.2.4.4 reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration. understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary
LA.E.2.4.6 form, and intended impact on the reader. recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical
LA.E.2.4.8 perspectives. know that people respond differently to texts based on their background knowledge, purpose, and point of view.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.