

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

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 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.