

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1001370

**Course Title:** English 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 III may not earn credit in English Skills III, English Honors 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.
- 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 uses 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.