

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

Subject Area: Language Arts
Course Number: 1001510
Course Title: Pacesetter 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 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 "textual power" through the study of literature organized by genre. Emphasis is placed on reading and writing strategies, textual analysis, and synthesis between and among texts.

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 culturally diverse 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.

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

- B. Special Note.** Pacesetter English I is a course offered by the College Board that is designed in accordance with the national standards of the National Council of Teachers of English (NCTE). This course includes embedded assessments and a nationally scored end-of-year assessment. Students who are successful in this course will be on the appropriate pathway to success in Pacesetter English II, III and IV. Teachers must be certified by the College Board to teach this 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. Respond to texts by presenting 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 personal experience.**

- LA. A.2.4.3 describe and evaluate personal preferences regarding fiction and non-fiction.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connection 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, including the effect of voice and literary elements (e.g., form, organization, imagery, word choice, language and details).**

- 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 non-fiction.
- 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 an understanding of historical, cultural, and geographical influences on authors and texts, by making connections between the targeted texts and other texts, fictional characters, real people, current events and recurring themes.

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

4. Analyze and evaluate one's own use of strategies to construct meaning from text (e.g., reading aloud, discussing, taking notes, underlining, looking up the meaning of unfamiliar words, etc.) in order to improve these strategies.

- 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 feeling.

- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- 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 comments).

5. Demonstrate ability to communicate in a variety of voices reflecting one's own cultures(s) and unique point(s) of view.

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

6. Develop and present texts in a variety of genre, including media, which may be designed for oral or written 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.B.1.4.1 select and use appropriate prewriting strategies such as brainstorming, graphic organizers, and outlines.
- 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.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade or entertain.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

7. Demonstrate technical command of language by using oral and written language effectively and precisely and by employing grammatical usage, sentence and paragraph structure, spelling and punctuation that are appropriate for the intended purpose.

- 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.

8. Evaluate and improve one's own processes used to develop oral, visual, and written texts, and one's own presentation skills.

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).